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The Experience and Impact of Team Coaching: A Dual Case Study

A project submitted to Middlesex University in partial fulfilment
of the requirements for the degree of

Doctor of Professional Studies

(Leadership Development and Executive Coaching)

Catherine Carr

and

Jacqueline Peters

Institute for Work Based Learning

Middlesex University

August 2012

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Doctorate in Professional Studies

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Title of Final Programme:	Doctor of Professional Studies (Leadership Development & Executive Coaching)
Title of Part 2 Project	The Experience and Impact of Team Coaching: A Dual Case Study

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Abstract

Team coaching is a relatively new phenomenon in the business world and there has been minimal research conducted on the experience of participants undergoing team coaching. Some of the recent writings on team coaching are more practice based and grounded in face validity rather than solid research. There is even less written on leadership team coaching.

This is a dual case analysis of two independent case studies based on actual leadership teams operating in two contexts; one government and one corporate team. Each researcher was an external coach and implemented a similar evidence based team coaching intervention with her respective team. The researchers provide a comprehensive review of the team coaching literature to date. They assessed team coaching readiness, and conducted pre-assessments using the Team Diagnostic Survey, a style instrument, and interviews. Each team received coaching over a period of six to eleven months from one of the coaches, followed by semi-structured interviews conducted by the other researcher.

This study adds to the literature with a comparison between the two case studies to document what participants identified as critical turning points, outcomes, and least and most valuable elements in the team coaching. The findings indicated that both teams identified overall improvements in team effectiveness as a result of the coaching. Specifically, both teams discussed improvements in collaboration and productivity, relationships, personal learning and change, communication and participation, and impact beyond their own leadership teams. Both teams identified valuable elements in the coaching, which included the coach's manners and actions, a team launch, coaching structure and follow-up, team leader modelling and support, and various other specific coaching assessments and activities. The researchers propose a new high performance team coaching model for leaders and team coaches that incorporates these findings and those of other team effectiveness and team coaching authors.

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We could not have completed our studies without the participation of our wonderful teams. Each team member fully engaged in the coaching and the research with us, for which we are grateful. They remain anonymous in the study documentation but we will never forget who they are, and the instrumental contribution they made to our learning journey.

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Finally, we conclude this study with a great appreciation for all of the researchers who have come before us. These researchers have stimulated our thinking about team effectiveness and how to integrate that body of knowledge into the emerging field of team coaching in organizations. We hope that our literature review, individual case studies, and dual case analysis expand the literature and imaginations of researchers and practitioners alike. We look forward to implementing and sharing our new High Performance Team Coaching model, and continuing our learning about the dynamic nature of teams and team coaching.

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1. Introduction

This DProf research project was completed by a team of two collaborative researchers who were not only studying teams; we were working as a team. Specifically, this project focused on team coaching, an area that is receiving greater focus as the field of coaching evolves. We each planned and completed team coaching with a leadership team. We used this experience to complete an individual case study for each of our teams, and then did a dual case analysis to identify themes in the commonalities and differences between the teams.

1.1. Rationale for the Study of Team Coaching

Team coaching is a growing trend and service in the coaching field. Web searches and conversations reveal that many coaches, consultants, and practitioners now identify team coaching as a service offering. However, team coaching is so new that it has not been formally recognized as a specialty area by at least one of the key global professional coaching organizations, the International Coach Federation (ICF). In fact, team coaching is not directly named, nor probed, in the ICF's 2012 global survey of coaching (International Coach Federation, 2012).

This minimal focus on team coaching in the coaching industry mirrors the lack of academic research or substantive literature specific to team coaching. Indeed, in the past ten years, the general literature on coaching has only recently expanded, as discussed in Grant's (2009) annotated bibliography of the coaching literature. His 2009 search revealed that there were a total of 518 papers published between January 1937 and May 2009, with 425 of these studies published between January 2000 and May 2009. Of these 518 publications, only six studies specifically used the term "team coaching" in their abstract, further indicating the dearth of research in the team coaching field. Four of these studies briefly mentioned team coaching as a coaching modality, although team coaching was not the focus of their studies (Douglas & McCauley, 1999; Fengler, 2001; Kaul, 2005; Volckmann, 2005). The other two studies discussed team coaching in further depth, emphasizing team coaching and its link to team performance and effectiveness (Hackman & Wageman, 2005; Mulec & Roth, 2005). We discuss these two studies in more detail in the Literature Review section.

Team coaching has started to get more focus and attention in the last few years, perhaps because so many prominent organizational development researchers and scholars have observed that organizational change occurs primarily within system interactions (Hackman, 2002; Hackman & Wageman, 2005; O'Neil, 2000; Senge, 1990). Since organizational change is rooted in systems, coaching an individual, while helpful, may not fully benefit the individual's team or the organization unless the individual has specific team/organization related goals. In fact, we believe that effective leadership coaching helps leaders and leadership teams to focus on team and organizational goals, thus multiplying the efforts of the individuals. As more team coaches and organizational specialists work at a systemic level through interventions like team coaching, there is a growing need to broaden the knowledge and evidence base of team coaching. Team coaches currently use a range of approaches with varying degrees of validity, reliability, and effectiveness. Greater knowledge about team coaching and what actually makes a difference is required for coaches to better serve their leaders, teams, and organizational clients.

While the academic literature on team coaching in general is sparse, there is even less written about coaching leadership teams specifically. In fact, most books and papers provide little to no distinction between methods and research on coaching intact work teams generally vs. project teams, or functional teams (Reich, Ullmann, Van der Loos, & Leifer, L. 2009; Wageman, Nunes, Burruss, & Hackman, 2008). Since the literature on coaching leadership teams is sparse, as practitioner-researchers, we felt that there was value in doing case study research with intact leadership teams (a) to understand what the leadership team coaching experience is like for the participants, and (b) to gather some preliminary information that reveals what aspects of team coaching participants identify as most and least valuable, with a focus on factors that change, and hopefully enhance team performance.

This study was conducted with two distinct leadership / management teams. The first was a leadership team in a large government ministry in Victoria, B.C., Canada. The second was a management / leadership team of a functional department in a large, global corporation with its head office in Western Canada.

Our research focus was to explore the experiences of these two leadership teams who participated in a team coaching process in 2011-2012. Before and during the team coaching,

we used our own collaborative method of individual journaling, peer reflection, and extensive dialogue to ensure we were on track, and to deepen our own knowledge and practice. Our intent was to offer our teams a coaching experience that was similar, if not identical, to the service they would receive outside of our research project. Hence, we were sensitive to regularly gathering participant feedback on the coaching through typical coaching methods that served to help the team achieve their goals. That said, our hope was to do research “with” our teams, not “on them”. Participants were invited to formally reflect on what was most significant and valuable for them in the team coaching process during individual follow-up interviews. Our intent was that the interviews would benefit not just our research, but also provide the participants a forum to review and integrate their own learning.

We hope to inform the practice of other coaches, team leaders, and researchers who can build upon our exploratory work to enhance leadership team coaching, and ultimately, affect team performance and effectiveness.

1.2. Definitions and Distinctions in Team Coaching

To start a discussion about team coaching, we must first define a team. Katzenbach and Smith wrote a seminal book on teams in 1993, “The Wisdom of Teams”. Their classic definition states: “A team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable” (Katzenbach & Smith, 1993, p.45). Thus, if we look at the components of this definition carefully, it would seem logical that team coaching would serve teams best if the coaching supported the team to fulfil the important aspects of this functional definition. This would include ensuring the team has the right mix of team members, skills, and talent to achieve its clear, common purpose. This implies that coaching needs to help a team to define their goals and barriers to achieving these goals, as they endeavour to meet their purpose. Anything a coach can do to support the team’s commitment and accountability to performance would seem to be a worthwhile endeavour.

We decided to explore the team effectiveness literature first to really understand what factors drive team performance, before we explored how to coach teams effectively. We believe that

if a coach is going to assist a team to enhance performance and effectiveness, the coach must have a clear understanding of what factors promote and enhance team performance. We quickly discovered in our search of the literature that there is a body of work on team effectiveness that is useful; however, studies are rarely focused specifically on coaching to enhance performance (Mathieu, Maynard, Rapp, & Gilson, 2008). Up until recently, organizational coaching seems to have been primarily centred on coaching the individual.

Practitioners have published a number of books on team coaching approaches, especially in the last fifteen years (Adkins, 2010; Dolny, 2009; Mitsch & Mitsch, 2010; Niemala & Lewis, 2001; Thorton, 2010). It is our experience that most practitioners do not follow a comprehensive, theoretically informed approach to team coaching. Further, coaches rarely differentiate well between team coaching, group coaching, facilitation, and/or team training services, even though these are different services / approaches. Thus, we specifically differentiated team coaching from other interventions, especially team facilitation, a team intervention that is often confused with team coaching. We align with the distinction that team coaching specialist, Prof David Clutterbuck, makes between team coaching and facilitation:

The purpose of facilitation is to provide external dialogue management, to help the team reach complex or difficult decisions. The purpose of coaching is to empower the team to manage its own dialogue, in order to enhance its capability and performance. (Clutterbuck, 2007, p.101)

In our view, team coaching is a form of interactive dialogue and interaction over time between the coach and the team, in order to reflect upon, define, anchor, and sustain new ways of working together in the service of collective goals.

For the purposes of our study, we have adopted the definition of team coaching provided by Hackman and Wageman as follows: “direct interaction with a team intended to help members make coordinated and task-appropriate use of their collective resources in accomplishing the team’s work” (2005, p.269). This definition further distinguishes itself from other group and team interventions, as illustrated in Table 1.

Table 1: Distinctions between team coaching and other group / team interventions

Process	Description / Identifying Factors
Group Coaching	<ul style="list-style-type: none">• Coaching of individuals within a group context• Individuals take turns being the focus• The team members are not part of a defined team nor focused on working together on a common goal or to create a common deliverable• The group members themselves are seen as additional coaching resources available to the other group members
Team Training	<ul style="list-style-type: none">• Training done as a team to build skills and/or general capabilities
Team Building / Development	<ul style="list-style-type: none">• Often social and/or challenging team bonding activities• Process carried out by the team to develop its capacity to work well together on a joint task
Facilitation	<ul style="list-style-type: none">• To provide external, objective meeting and/or process management to help the team reach complex or difficult decisions• Frees up the team members to focus on the task, not the process
Team Coaching	<ul style="list-style-type: none">• “Helping the team improve performance, and the processes by which performance is achieved, through reflection and dialogue” (Clutterbuck, 2007, p.77).• “Enabling a team to function at more than the sum of its parts, by clarifying its mission and improving its external and internal relationships” (Hawkins & Smith, 2006).• “Direct interaction with a team intended to help members make coordinated and task-appropriate use of their collective resources in accomplishing the team’s work” (Wageman, Hackman & Lehman, 2005, p.269).

(Adapted from Hawkins, 2011)

As our doctoral work evolved, we both did presentations about team coaching to professional coaches, internally trained coaches, and leaders with coach training and/or specific interests in coaching. Our discussions with these groups provided us with further evidence that there is a lack of consensus about what team coaching is, and how coaches actually coach teams. Many of the coaches we spoke with defined team coaching as coaching each individual on the team and/or supporting team members of a team to better understand each other as a way to improve interpersonal dynamics. Few coaches, even those who indicated they regularly did team coaching, focused specifically on improving the performance of the team. Even fewer identified their goals and focus as supporting the team to incorporate the expectations and

requirements of stakeholders who were external to the team. We found the work of Peter Hawkins (2011), one of our consultants / advisors, to be a useful framework for illustrating and discussing possible team coaching interventions. Hawkins offers a continuum of team interventions that move from pure team facilitation to various forms of team coaching. These interventions become more sophisticated and externally / stakeholder focused as one moves along the continuum. We elaborate on this team coaching continuum in the team coaching section of the literature review.

This mix of our initial review of the literature and our own professional experiences further reinforced our thinking that team coaching was an area worthy of further study. Thus, the stage was set for our collaborative partnership to explore team coaching further.

1.3. Rationale for a Collaborative Research Partnership

Our collaboration as co-researchers grew out of a learning partnership that evolved over time. We met when we were both members of a small, virtual learning cohort in the Middlesex doctorate programme in Coaching and Leadership Development in 2009. We soon discovered the value in hearing each other's perspectives, so we set up additional phone and/or Skype conversations for just the two of us to discuss what we were learning, and to provide support to each other in our doctoral studies. After several months of exploration and experiencing the great amount of learning and support that came out of our partnership, we proposed the idea of doing a collaborative doctorate to our advisor, Dr Annette Fillery-Travis. We believed that our research would be all the more interesting and valuable by creating a collaborative design. We were delighted to receive approval in June 2010 and set about confirming a topic. After several months of discussion and exploration, we decided to explore a common interest and professional practice area, that of team coaching.

As an interesting side note, one of the most influential researchers on our thinking about team effectiveness and team coaching, Richard Hackman, preceded us in our collaborative academic venture by being one of the very first researchers to do a joint dissertation with Tony Morris, almost fifty years ago (Hackman, 1988)!

As we looked at the mesh of backgrounds and talents that we brought to the partnership, Jacqueline had been doing team coaching and leadership development work for over fifteen years, and Catherine had a strong background in systems theory, group coaching, and team facilitation. We felt that by taking a collaborative, team approach to researching teams, we would multiply our own learning and practice. Further, our collaborative partnership benefited our study of team coaching as we had our own team experience that mirrored the process that we were using with our teams.

While some may think that doing a doctorate as a collaborative partnership or team might be less work and less intellectually taxing, our experience was that it was actually significantly more work to coordinate schedules, reflect, review, write, and edit together. We had many long discussions to come to agreement on frameworks, methodologies, and findings from the literature. We often challenged each other's thinking and interpretations of the literature and practices of team coaching. However, we felt that the benefits of working together as a research team far outweighed the costs and inconveniences. We saw collaboration as imperative to maximizing the richness and depth of our own learning, the coaching of our teams, and the richness of our research data. Additionally, given that we were both team coaches and researchers for our respective case study teams, we were acting as each other's critical friend (McNiff & Whitehead, 2003) in the research.

Thus, we both brought our extensive experience in working with groups and/or teams as well as our background and education in coaching, facilitation, and group dynamics to this research project. We leveraged our complementary backgrounds and experiences to collaborate and challenge each other in a way that maximized learning and encouraged the implementation of new skills and approaches. This extensive experience and our strong educational and practitioner backgrounds were an important part of establishing credibility with our respective leadership teams. In addition, as we worked in different settings, there was the opportunity to contrast leadership team coaching between a government environment (Catherine) and a corporate environment (Jacqueline). As the research project progressed, we reviewed one another's team coaching work, interviewed each other's team members, and compared and contrasted the two different case studies and coaching themes drawn from the interviews. In the next sections, we individually outline how our respective backgrounds and learning are relevant to the DProf project.

1.4. Catherine Carr, B.Sc., M.Ed., PCC, RCC

As a practitioner-researcher, I have brought a strong psychological background to this research and offered knowledge of action learning and leadership, systems theory, group process, and interpersonal dynamics in addition to executive and leadership coaching. I have coached, counselled, facilitated, and supervised over 50 groups and facilitated many team development sessions. By the second year of the doctorate, I shifted my government work from primarily counselling and supervising to coaching.

My hope in doing this doctorate was to draw upon my past experience and also open avenues for further career development which I have already accomplished. When I started the doctorate, I planned to coach one newly formed team, increasing my skill and knowledge in team effectiveness and coaching. At the same time, I was active in establishing a presence for coaching across government, having developed a webpage for internal professional coaches, a province wide coaching evaluation, an executive coaching community of practice, and a team coaching pilot within a successful government action leadership program. Three years later, I have helped establish a province wide team coaching service that is now “a top service trend” (Hobbs, Seto & Clark, 2012, p.11).

My work experience and previous education has prepared me well for this doctorate topic. As illustrated in my review of learning completed prior to starting the research, I demonstrate competencies in relevant areas. In particular, my review of learning outlined my experience and understanding of client readiness and the complexities of change, matching coaching style to client need, setting effective contracts and boundaries, and optimizing individual and group strengths to build team performance.

My DProf project utilizes my background, and gives me a way to advance the fields of leadership development and team coaching within my workplace setting. My Public Service Agency work team is looking for me to inform our new team coaching programme, and to ensure that it aligns with our strategic vision of being a high performance culture with trusted feedback.

I have conducted two previous qualitative studies on the lived experience of participants in a ten month long group coaching and professional development programme, as discussed in my RAL 4 project for Research and Development Project Capability. I also completed a mixed methods evaluation that included conducting 60 semi-structured interviews.

This DProf project will sit upon my foundation of previous experience, and it will enhance my ability to do future research and development work related to leadership and team coaching. I feel well situated in my ability to use this doctorate to enhance my career, and my career in turn to inform my doctorate.

1.5. Jacqueline Peters, B.Sc., M.Ed., CHRP, PCC

My roots are in the areas of adult learning, higher education, and executive and leadership coaching. I have coached hundreds of leaders, facilitated hundreds of leadership sessions, and led dozens of team coaching initiatives over the past fifteen years. I have used team coaching processes inspired by others (Niemela & Lewis, 2001), and have created my own tools, including a Team Effectiveness Assessment, and a two day Team Chartering / Team Launch presentation, workbook, and process that has also been used by other coaches.

This DProf project is an opportunity for me to further expand my professional skills in the realms of change and team coaching. As outlined in my Review of Learning paper, completed prior to starting the research, I have spent my career working with others who are focused on creating positive change in their lives. I spent seven years helping others to improve their communication skills when I was a speech-language pathologist. I have worked with leaders and leadership teams to enhance and expand their leadership skills as a professional coach and corporate leadership development specialist over the past sixteen years; the last ten years as President of my own company, InnerActive Leadership Associates, Inc.

My background as a facilitator has been a complementary skill set to that of the team coach: being able to focus on the process of the interaction, not just the content. Further, my skills in creating a safe environment for discussion, disclosure and change, both with individuals and groups, has been key in my work with leaders and leadership teams. My recent role as

President of the Calgary Association of Professional Coaches (CAPC), a chapter of the International Coach Federation (ICF), also adds to the credibility I bring to coaching.

I feel that the DProf has allowed me to take a step back, reflect upon, and ground my practice. I have had an opportunity to explore alternative approaches to coaching leadership teams, and to modify and develop new practices given the current research and literature. My DProf project has enhanced my specialization in team coaching, benefitting my own business growth and the growth of the clients with whom I work.

Further, the research I have done at the DProf level builds upon skills I developed as a graduate student, change agent, leadership coach, facilitator, and practitioner researcher. Specifically, the three key research projects I had previously completed in my career were based on practical workplace inquiry, similar to the kind of work that I have done in this DProf. My Master's thesis, my project on curricular and teaching changes, and my work based Home Care study all used survey and interview approaches as the basis for the research (Brook, Clemence & Peters, 1995; Peters, 1996; Peters, 1994). Additionally, I have focused on using assessments and interviews in my practice, both when I have conducted formal workplace studies, and when I have worked with teams in the past.

When I review my previous work experiences and what has driven my success in the past, collaboration has been the cornerstone of the content and process of my work. Collaboration for me is both the key to my success, and the key to holding my interest and attention. This collaborative focus and all my other past experiences have served me well as I studied leadership team coaching with a real, intact team in a corporate environment with my doctoral partner, Catherine.

1.6. Research Aims and Objectives

In this study, the researchers aimed to investigate the team coaching experience of two leadership teams using a case study method. We noted that teams are increasingly important in organizations for getting work done and achieving results (Hackman, 2002; Katzenbach & Smith, 1993). Leadership teams are a special type of team, bringing together leaders to oversee the work of a functional area or overall organization. Unlike project teams, which

often have clear membership, goals, and timelines, leadership teams may have a vague sense of membership and they may convene for long periods of time with no set milestones, deliverables or end dates (Wageman, et al., 2008). If leadership teams are less distinct than project teams, coaching leadership teams is even less clear, partly because leadership team coaching is a relatively new phenomenon in the organizational world, and it has largely been based on practitioners' intuitive sense about what team coaching should look like. We chose to focus our study on this type of team since there is such a lack of direction available for coaching leadership teams and because we both work mostly with leaders.

We considered what research focus would align our interests in studying leadership teams with what researchers suggested were the next needed areas of study. Researchers have called for studying the dynamic and context-specific nature of real teams to understand when certain team processes effect change in performance (Morgeson, DeRue & Karam, 2010; DeRue, Barnes & Morgeson, 2010). We agree that studying team processes and their impact on team performance is important work that would contribute to the team coaching field. For the purposes of our research, however, we were more interested in studying the experience and value of team coaching within two differing contexts, and considered this to be a valuable addition to the body of team coaching research. We were particularly curious about what participants perceived were the significant moments of change during a leadership team coaching intervention.

1.7. The Research Questions

The specific research questions we proposed to study in our dual case study research were:

1. What are the participant's significant meaningful experiences or turning points during the team coaching?
2. What changes do the participants feel they made in
 - (a) the business, and
 - (b) their effectiveness as a team as a result of the team coaching?
3. What are the implications for practice from what participants identify as most and least valuable to them in our leadership team coaching process?
4. Does team effectiveness change after a six-month period of team coaching?

Our interview questions specifically asked about and provided opportunities for the participants to describe both their positive and negative experiences and observations, as we further discuss in the methodology section.

We were doing an exploratory case study so we did not create any hypotheses about our research questions, which is perfectly acceptable, and even advised (Yin, 2009). By not having hypotheses, we felt that we would be more open to hearing what the participants experienced in the team coaching, without influence from our preconceived biases or agenda. However, we did have a purpose for our study in the form of a rationale and direction to explore participants' experiences of team coaching. We based this rationale and direction on the methods and frameworks previously used by these team coaches, with a cross-reference to the studies and works provided by other researchers and practitioners (Hawkins, 2011; Wageman, et al., 2008).

1.8. The Team Coaching Process

We coached two management / leadership teams and at the same time documented the experience to better understand the actual experience and impact of team coaching from the

participant's perspective. To select the leadership teams for our study, we took note of four key guidelines for team coaching, as outlined by Hackman and Wageman (2005, p.283) below:

1. The group performance processes that are key to performance effectiveness (i.e., effort, strategy, and knowledge and skill) are relatively unconstrained by task or organizational requirements.
2. The team is well designed and the organizational context within which it operates supports rather than impedes teamwork.
3. Coaching behaviours focus on salient task performance processes rather than on members' interpersonal relationships or on processes that are not under the team's control.
4. Coaching interventions are made at times when the team is ready for them and able to deal with them—that is, at the beginning for effort-related (motivational) interventions, near the midpoint for strategy-related (consultative) interventions, and at the end of a task cycle for (educational) interventions that address knowledge and skill.

We felt that Hackman and Wageman's (2005) four criteria were important so we incorporated them along with our own criteria into a short Team Coaching Readiness Assessment (Appendix A) and used this assessment to select potential leadership teams to coach.

As we looked for teams that met the readiness criteria, we encountered many realities and worked through some challenges that made our teams good choices, although perhaps not perfectly ideal. Jacqueline had two senior individual contributors on the team who were not formal leaders but were thought leaders for their teams. Her team also lost one member near the beginning of the team coaching process when the team leader reorganized the team's structure to better meet the team's functional role and objectives. This reorganization ended up being a significant new beginning for the team that was helpful in setting the stage for the coaching, and at the same time, brought its own stressors and dynamics to the team.

Catherine's team had an interesting structure in that one critical thought leader reported to another member on the leadership team. The latter supervisor and all other team members reported to the executive director. This created interesting dynamics and reporting relationships, however it was still appropriate because the team members liked this team member composition and made it work.

Once two appropriate teams were identified as ready and willing to participate in the team coaching, the researchers then implemented a team coaching process. The team coaching process was greatly influenced by the materials and tools that Jacqueline had developed and used in coaching leadership teams for the past ten years. We compared this coaching approach to the findings and practices of other researchers such as described in Wageman et al.'s (2008) "Senior Leadership Teams", and Hawkins' (2006) practical "Coaching, Mentoring and Organizational Consultancy" work. We modified and adapted the approach as needed to reflect the learning from our readings. We were also grateful for the guidance and support provided by Prof Peter Hawkins, a key consultant on the project, who coached us throughout our project. He frequently shared advice on team coaching, based on his extensive experience and his learning that he captured in his recent book on team coaching (Hawkins, 2011).

Our full team coaching process is outlined in our Methodology chapter, and we provide a short overview here. We included a pre-assessment that was completed by all team members to identify the current functioning of the team on key team effectiveness factors via individual interviews and the Team Diagnostic Survey (TDS) by Wageman, Hackman & Lehman (2005) (see Appendix B). We conducted individual interviews, and then reviewed both the interview themes and TDS pre-assessment results with our respective teams to identify strengths, gaps, and areas of focus for the team to develop. This was followed by a two day team launch session with the coach to complete a team charter outlining the leadership team's vision, mission, purpose, goals, roles and responsibilities, working agreements, and success measures. We held four to six team coaching sessions over a period of six to eleven months. We did a re-assessment on the Team Diagnostic Survey and reviewed the pre- and post- assessment results with the leadership team in a final coaching session.

After completing the team coaching intervention, we interviewed each other's team coaching participants about their experience of this team coaching process. We coded interview themes, and validated our findings with our team leaders. As a result of our learning through the coaching journey, and the information revealed in these post-coaching interviews with the team coaching participants, we hoped to describe and document the team members' experience and perceived value of the team coaching process.

1.9. Value of the Project to the Participating Leadership Teams

Team coaching provided many benefits to our participating leadership teams, including:

1. The leadership team created or updated a compelling direction, captured in a team charter, which included the necessary elements for team achievement, such as team vision, mission, purpose, goals, roles and responsibilities, and working agreements (Wageman, et al., 2008).
2. As the team became more explicit and purposeful about their vision, mission, goals, and working agreements, we expected that they would achieve higher team performance. This expectation was supported by Hackman and Wageman's (2005) research which demonstrated that team coaching, whether provided internally or externally to the team, appeared to be one of the key factors present in teams who have achieved higher levels of team performance and effectiveness (e.g., financial measures, customer satisfaction, etc.).
3. Clearer roles and responsibilities enhanced the team's ability to work together.
4. Ongoing coaching supported implementation and accountability for the team's agreed upon goals and actions. These researchers have observed that it is common for individuals and groups to get excited about new ideas, agreements and approaches, and then lose momentum in their day-to-day work.
5. The team experienced an evidence-based team coaching process that was based on the latest research.
6. By having each team member participate in a post-interview through the research project on the Team Coaching process, we were supporting the team members to be conscious and explicit about the learning and outcomes that they achieved through the team coaching.

1.10. Value of the Project to Practitioners and the Literature

We hoped that our learning about the experiences of teams undergoing coaching would benefit other coaches in the field. In addition, team leaders and members who choose to self-coach their teams may benefit from this work. After completing this DProf project report, we see opportunities for publishing materials such as a comprehensive literature review, journal articles on team coaching, and a book on evidence-based team coaching. We have already been sharing our learning about team coaching with groups of coaches and leaders in the business and practitioner communities. We have received positive feedback about the learning and discussion that result from these dialogues. Additionally, we see value in sharing and disseminating our research findings with other practitioners and researchers in workshops, conferences, journal publications, and trade magazines. On this point, we are already scheduled to present about team coaching at the International Coach Federation (ICF) conference in London, England in October 2012.

1.11. Summary

There was considerable value in doing this joint qualitative research project together to leverage our backgrounds, strengths, and perspectives. We planned the team coaching together, reflected on and documented our experiences, used our learning to inform our coaching, and interviewed one another's teams at the end of the team coaching process.

Team coaching is an emerging field and we felt that we could make a strong contribution to its development. Research to date is limited, especially with respect to coaching leadership teams versus project teams (Hackman & Wageman, 2005). We have focused our study on areas of mutual interest and skill that aligned with what researchers in the field have suggested for future exploration, such as using qualitative research to explore the complexities of team effectiveness (Erbert, Mearns & Dena, 2005; Finlay, 2008).

Our study used a coaching model that is supported by other team coaching practitioners' approaches (Clutterbuck, 2007; Hawkins, 2011), and informed by team effectiveness research (Wageman, et al., 2008), in addition to being grounded in our own professional experience.

We established team readiness criteria, set up effective team coaching structures, and separately coached two leadership teams. Our study documents this team coaching journey, our learning, and the outcomes.

2. Literature Review

2.1. Introduction

Teams are becoming a key structural component in most businesses today, as evidenced by 82% of companies (of at least 100 employees) reporting that they rely on teams (Gordon, 1992 in Cohen & Bailey, 1997). Teams are becoming more complex and interconnected as organizations respond to changing global, economic, and workplace demands (Kozlowski & Ilgen, 2006). This confluence of factors has made teamwork one of the most common capabilities required in workplaces today (Capelli & Rogovsky, 1994).

This rise in team structures within organizations has simultaneously fuelled a great deal of research within the areas of team dynamics and team effectiveness. In fact, researchers have amassed such a large body of research on team effectiveness that it is challenging to tease out what is most significant. We asked ourselves, what is most relevant to support team effectiveness in this quickly changing world, and what role, if any, does team coaching play? We begin with the history of team coaching and team effectiveness to set the context for the rest of our literature review.

2.2. History of Team Coaching and Team Effectiveness Research

The roots of team coaching are found in sports coaching, group work, process facilitation, psychology, systems theory, and organizational development approaches. Currently there are over 130 different models of team performance or team effectiveness components (Salas, Cooke & Rosen, 2008) and a rich mix of engineering, computational scientists, psychologists, and organizational theorists studying the topic.

Highlighting some of the important thought leaders in this area of research takes us to the early theories of group development (Tuckman, 1965), group process (Lewin, 1948), process facilitation (Schein, 1969), systems thinking (Arygris, 1982; Senge, 1990), and developmental coaching (Kozlowski, Gully, Salas & Cannon-Bowers, 1996). These approaches have informed and shaped practitioner interest and researcher focus for years. Katzenbach and Smith (1993) studied fifty teams in thirty different companies and then wrote the landmark

book, “The Wisdom of Teams: Creating the High Performance Organization”. This book outlined sound processes for effective team leadership, which included key activities such as setting an urgent direction, selecting skilled team members, setting clear norms, providing positive feedback, and generally spending lots of time together (Katzenbach & Smith, 1993).

Many of Katzenbach and Smith’s (1993) principles for team leadership are behaviours and actions that are echoed in the extensive research and numerous writings of Hackman and Wageman. These latter two researchers have worked closely together on several projects over the years to develop a model of work team effectiveness and team coaching. We have cited them often, and based a great deal of our work around their model of team effectiveness and team coaching (Hackman & Wageman, 2005; Wageman, et al., 2008; Wageman, Fisher & Hackman, 2009).

Teams can be highly effective structures to get work done in organizations, and at the same time, we note that there is a light and dark side of team and group dynamics and performance. Hackman (1976) highlights this dichotomy in his early writing as follows:

While groups can yield the kinds of benefits Leavitt discusses [i.e., improving the implementation of decisions, increasing human commitment and motivation, being creative and innovative, often making better quality decisions than individuals, and making organizational life more liveable for people], they also have a shady side, at least as they typically are designed and managed in contemporary organizations. They can, for example, waste the time and energy of members, rather than use them well. They can enforce norms of low rather than high productivity (Whyte, 1955). They sometimes make notoriously bad decisions (Janis, 1982). Patterns of destructive conflict can arise, both within and between groups (Alderfer, 1977) and groups can exploit, stress, and frustrate their members--sometimes all at the same time. (Hackman, 1976, p.1, in Hackman, 1987)

We look now for what the literature says about how to harness the power of groups and teams, and avoid the pitfalls to which Hackman (1976) so eloquently referred over 30 years ago.

2.3. Selection of Current Team Effectiveness and Team Coaching Literature

We chose to focus on team effectiveness and team coaching research for the purposes of our study noting that “Coaching interventions that focus specifically on team effort, strategy, and knowledge and skill facilitate team effectiveness more than do interventions that focus on members’ interpersonal relationships” (Hackman & Wageman, 2005, p. 274). This pragmatic focus on fostering team effectiveness was an appropriate fit with our goal to provide value to both the academic world and to practitioner needs, as our doctorate research is meant to contribute to both arenas. Before selecting and summarizing the literature, however, we immersed ourselves in the broader literature on team effectiveness, group processes and dynamics, and team coaching for two reasons. First, we wanted to fully understand our doctorate research area. Second, we strongly believe that all team coaches will be most effective when they are well grounded in relevant research, not just what they think makes teams effective, or has intuitive face validity. Thus we have written a more comprehensive literature review as an additional volume that accompanies this dissertation, and we intend to publish this separately.

In further narrowing down the most relevant research to include as a framework for our team coaching study, we based our team effectiveness and team coaching literature selections upon the following four key criteria:

1. Key meta-analytic reviews of team effectiveness,
2. Research papers and seasoned practitioner writings on team coaching,
3. Studies that were conducted with intact work teams in organizational contexts,
4. Selected team effectiveness and performance studies that seemed to be most relevant to team coaching practice.

In the category of the meta-analysis studies (criterion one) Mathieu et al.’s (2008) meta-analysis on team effectiveness uncovered thousands of research articles completed over fifty years. This review was invaluable in guiding us through the literature with its orientation to current themes, trends, and suggestions for future research. Other meta-analyses to which we refer are as follows:

- Barrick, Mount, and Judge (2001) on management team interdependence,
- De Dreu and Beersma (2005) on conflict and performance,
- Mesmer-Magnus and DeChurch (2009) on group performance and decision making,
- Kozlowski and Ilgen (2006) for team effectiveness research,
- McGrath, Arrow and Berdahl (2000) on the history of group research,
- Rico, de la Hera and Tabernero (2011) for organizational work group and team research,
- Salas et al. (2008) on team training.

When searching for literature specific to team coaching (criterion two) we quickly determined that there is little academic research available. Further, when describing their studies, researchers may not differentiate whether the coach is external, internal to the organization, an actual member of the team, or whether the coach has even been trained or not. These are important distinctions because the relationship the team coach has to the team, and the quality of the coaching, may impact the efficacy of the intervention. We identify what relationship the team coach had to the team when this information was provided in the study.

We noted that the literature on intact work teams in organizations (criterion three) most often refers to research on project teams, not the types of intact leadership teams that we studied. The work of management and leadership teams is usually less concrete, defined, and task focused than project teams. In addition, teams created for laboratory studies operate in very different contexts than real work teams. There may be much more value in studying real world teams when looking for what really impacts team effectiveness (Rico, et al., 2011). Thus, we note that the results and recommendations from some of these project team and laboratory studies must be cautiously interpreted and generalized to leadership teams.

The last criterion in our literature review search was to survey recent empirical research to identify selected team effectiveness and performance studies that may be relevant to the practice of team coaching. As emphasized by the researchers Kozlowski and Ilgen (2006), we believe that empirical research contains useful gems of knowledge that practitioners can interpret and apply in real work settings and through their own practice. We weighted this aspect of our literature search heavily towards Wageman and Hackman's body of research on

team effectiveness and high performance factors, researchers who quoted them, and other key researchers offering their own team performance models. In being selective in our choice of empirical research, we know that we will not have captured all relevant findings for all practitioners because of the enormous amount of research reported in the team effectiveness literature. Even if we could capture it all, that would bring challenges of its own, to both assimilation and application.

Thus, in the first team effectiveness section of this literature review, we discuss the more comprehensive models of team effectiveness that include many factors. We believe that these broader team effectiveness models are probably more accurate and reflective of the complexity of team behaviour than studies that reduce their research and focus to only one or a few factors. However, we also include some of the key literature that isolates various factors since this reductionist approach fits with the focus of much of the team effectiveness literature and research that uses an I-P-O framework of inputs, processes, and outcomes (Mathieu, et al., 2008, p.412). In the I-P-O model, inputs, or antecedent factors, describe the organizational, team and individual factors that “enable and constrain members’ interactions” (Mathieu, et al., 2008, p.412). Inputs influence and drive the actions (processes) that occur while team members work to achieve their task(s). The outcomes are the actual products and/or results that the team produces during their activity. More recently, researchers have renamed the I-P-O framework as I-M-O, or I-M-O-I (Mathieu, et al., 2008, p.412). They recognized that processes (P) are better termed mediators (M) to include actions and emergent states (cognitive, affective, and motivational states). Further, the second I in I-M-O-I refers to how a team continues to the next task cycle, and the cycle begins again.

We have chosen the key inputs, processes, mediators, and outputs in team performance that we considered to be most relevant for team coaches, based on our experience. These team effectiveness factors that we focus on include:

- Communication (incorporating cohesion, interdependency and feedback)
- Decision Making and Information Sharing
- Team Learning
- Team and Interpersonal Conflict
- Positive Organizational Behaviour
- Personality Factors.

We discuss literature on the theories of team coaching and some of the more comprehensive team coaching models in our literature review. We also summarize some case studies reported in the team coaching literature, and comment on the level of team coaching they are practicing according to Hawkins' (2011) continuum of team coaching. We also comment on team assessments to use in team coaching because assessment and feedback are critical aspects of team coaching, and differentiate team coaching from other forms of team intervention (Clutterbuck, 2007).

2.4. Team Effectiveness

Teams in real settings, such as the leadership and management teams with which we were working, are accountable not just for one project but also for the management of an organization or function over a relatively long period of time with ongoing, intersecting deliverables. However, much of the literature on high performance teams relies on data gathered from artificially created laboratory teams; often comprised of post-secondary students who sometimes work together for only a few hours. Hence, we have relied heavily on the work of Wageman et al. (2008) who studied senior leadership teams that more closely mirrored and represented the teams with whom we were working. We start our review of high performance factors in team effectiveness with studies that are comprehensive, multi-factored models of team effectiveness, and then move to studies which address one or a few team effectiveness factors.

2.4.1. Comprehensive Models of Team Effectiveness

One of only a few comprehensive models of team effectiveness, and a key resource for these researchers, was outlined in the book, "Senior Leadership Teams: What it Takes to Make Them Great" (Wageman, et al., 2008). As a result of their study, they identified six key factors that were important in high performing, senior leadership teams, specifically identifying team coaching as one of the differentiating factors (Wageman, et al., 2008). Not only did Wageman et al.'s (2008) work inform us about what leadership teams need to focus on to be high performing, it also outlined some important implications and guidelines for effective team

coaching. We review this study in detail, as it was the landmark study that informed our views on team effectiveness, team coaching, and the team assessments we used in the coaching.

Wageman and her colleagues (2008) studied more than 120 leadership teams worldwide from many different industries and companies. These researchers interviewed team members and key stakeholders specific to each leadership team, including customers, board members, and employees. They also reviewed documents such as employee surveys and included observations from the senior consultants who worked with the leadership team and their stakeholders. Using this data, they assessed the performance of the leadership teams on three key areas of effectiveness: (i) the ability to create outputs and perform at a level that met or exceeded client and/or stakeholder standards and expectations, (ii) the ability to work together effectively in the present and build capacity for the team to work together interdependently in the future (i.e., the team is getting better), and (iii) whether the team experience contributed positively to individual team members' learning, wellbeing, and development (i.e., the team members became more capable) (Wageman, et al., 2008, pp. 9-13).

Wageman et al. (2008) discovered that 21% of the teams excelled at performance while 37% were mediocre, and 42% were poor performers. Similarly, about 24% of teams excelled at developing the team and the individual members while 33% were mediocre, and 43% were poor at developing the team and individuals (Wageman, et al., 2008, p.12).

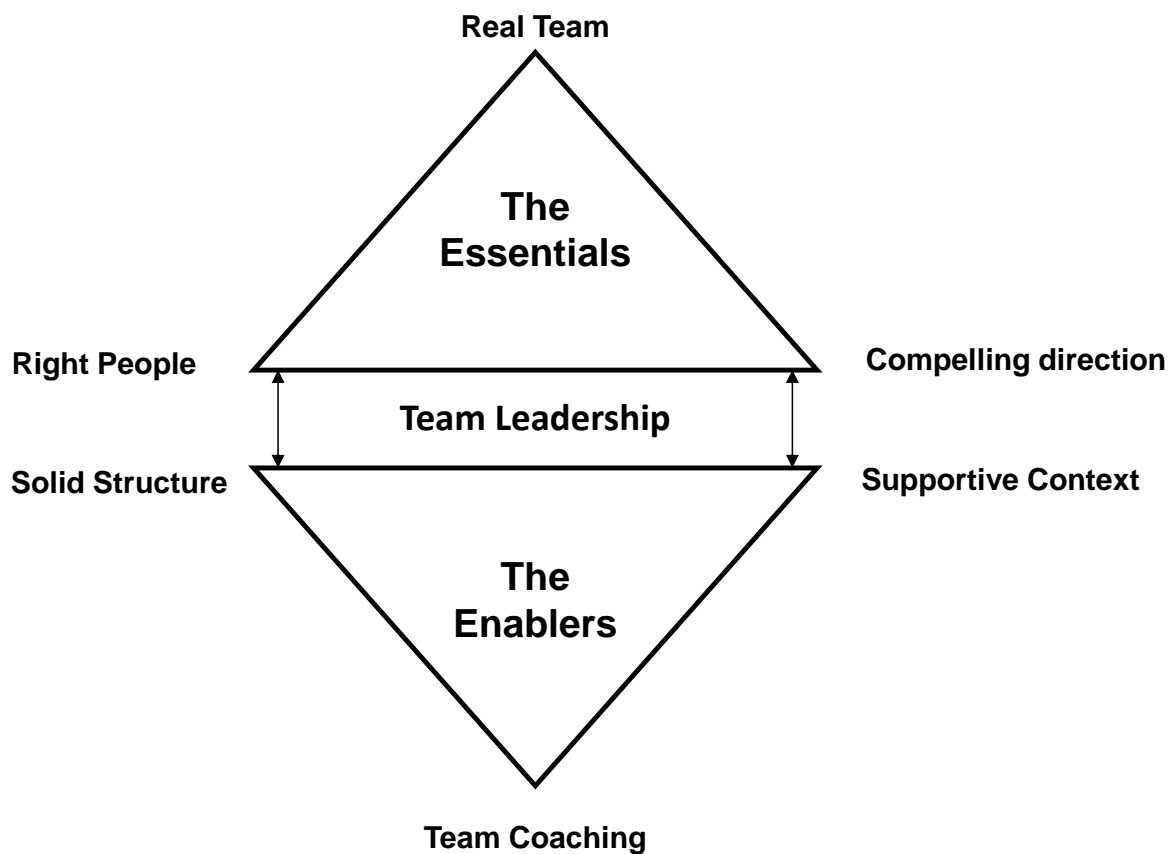
The researchers further surveyed the teams to identify the key factors that differentiated the top, mediocre, and poor performing teams. The survey probed factors such as:

... the team's purpose, features of its structure and composition, the kinds of resources it had to work with, and the amount of hands-on coaching the leader provided.
(Wageman, et al., 2008, p.13)

Once they analysed the data, the researchers created a model of team effectiveness that included three essential and three enabling conditions for leadership team effectiveness (Wageman, et al., 2008). The three essential conditions included: (i) a real team with clear membership and boundaries, (ii) a compelling direction or purpose to guide the team's work, and (iii) the right people with the knowledge, skill and experience to perform the team's

requisite work. The three enabling conditions were (i) a solid team structure of less than ten members who have a clear set of norms and agreements to guide how they get their work done, (ii) a supportive organizational context that provides the information, time and resources to do their work, and (iii) competent team coaching to help the team grow individually and as a team, either provided internally from a team member or provided by an external coach or consultant. Figure 1 identifies these six conditions for senior leadership team effectiveness (Wageman, et al., 2008).

Figure 1: Six conditions for senior leadership team effectiveness



(Wageman, et al., 2008, p.14)

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Supporting Wageman and Hackman's six factor team effectiveness model are a multitude of other studies that either form the backbone for, or reinforce each of, their main tenants.

Wageman (2001) studied self-managing Xerox teams and concluded that team structure was more important for team performance than coaching from the team leader. In fact, Hackman and Wageman (2005) and Wageman et al. (2008) reported that 50-70% of team performance variation could be attributed to creating well designed teams from the beginning. Further, Wageman (2001) noted that well designed teams benefited from coaching, whereas poorly designed teams did not benefit, or even fared worse, if the coaching was unskilful or focused on advice giving. Many other researchers have also concluded that without adequate team design and structures in place, a team cannot succeed (Friedlander and Brown, 1974; Kaplan, 1979; Woodman & Sherwood, 1980 in Hackman, 1983).

Beckhard (1972) provided even earlier support for a structural focus on teams. He provided a clear and often quoted model called GRPI (goals, roles, processes, interactions). Beckhard identified that people tend to notice interpersonal dynamics in a conflict however often do not see the structures within which these dynamics occur. Thus, coaches and leaders may focus their interventions and efforts on trying to enhance the interpersonal dynamics, but the intervention that will have an impact is most likely within the structure, not the dynamics. In other words, it is much more effective to focus on defining the goals, roles, and processes by which the team works than to work directly on the team dynamics, which ultimately, are often a by-product of structural problems. Mathieu and Rapp (2009) concur and have demonstrated that performance results stem from taking the time to develop a good team charter and performance strategy in the early days of setting up a team.

In addition to following the tenet of what might be termed 'structure before process' we found that Guttman's (2008) research on "Great Business Teams: Cracking the Code for Standout Performance" was informative and aligned with some of Hackman and Wageman's body of work. In his book, Guttman (2008) presents 25 high performance company case studies that informed his model of team effectiveness. He characterizes high performance teams as having the following eight characteristics: (i) clear team goals, (ii) right players, (iii) clear roles and responsibilities, (iv) commitment to the business vs. self interest, (v) agreed upon protocols for decision making and conflict resolution, (vi) accountability and shared ownership of business results, (vii) comfort dealing with conflict, and (viii) regular self assessment (Guttman, 2008,

p.82). Notably, many of these factors overlap with the six high performance team factors identified by Wageman et al. (2008), such as clear goals, right players and agreements for accountability and working together.

LaFasto and Larson did another significant team effectiveness study in 2001. These researchers created a team leadership model that was based on a daunting study of 600 teams, 6,000 team members, 15,000 assessments of colleagues, and a decade of research. They explored what kinds of leadership it takes to make teams work effectively and uncovered six key dimensions that were needed for effective team leadership, including: (i) focusing on the goal, (ii) ensuring a collaborative climate, (iii) building confidence, (iv) demonstrating sufficient technical know-how, (v) setting priorities, and (vi) managing performance (LaFasto & Larson, 2001, pp.97-149).

When we look at these three models of team effectiveness, we note that there are many similarities between the factors that are included in the models, even if the same words are not used. The most notable similarity is the need to have the appropriate team members on the team. This is described as having the right people in Hackman and Wageman's model (Wageman, et al., 2008), having the right players in Guttman's (2008) model, and having people with "adequate technical know-how" in LaFasto and Larson's (2001) model. We also noted that having a clear purpose, direction, or goal is incorporated in all three models as compelling direction (Hackman & Wageman, 2005; Wageman, et al., 2008), or clear team goals (Guttman, 2008), or focusing on the goal (LaFasto & Larson, 2001). We highlight these similarities by bolding and italicizing the overlapping team performance or team effectiveness factors in Table 2.

Table 2: Key researchers who have studied team performance factors
(Common factors in **bold**)

Researcher(s) (Date)	Team performance factors
Hackman and Wageman (Hackman & Wageman, 2005; Wageman, et al., 2008)	<ol style="list-style-type: none"> 1. Real team 2. Compelling direction 3. Right people 4. Solid team structure 5. Supportive organizational context that provides information, time and resources 6. Team coaching
Guttman (2008)	<ol style="list-style-type: none"> 1. Clear team goals 2. Right players 3. Clear roles and responsibilities 4. Commitment to the business vs. self interest 5. Agreed upon protocols for decision making and conflict resolution 6. Accountability and shared ownership of business results 7. Comfort dealing with conflict 8. Regular self assessment
LaFasto and Larson (2001)	<ol style="list-style-type: none"> 1. Focusing on the goal 2. Ensuring a collaborative climate 3. Building confidence 4. Demonstrating sufficient technical know-how 5. Setting priorities 6. Managing performance

As we further reviewed their six factor model of team effectiveness, we found one study in particular that tested, confirmed, and suggested additions to Hackman and Wageman's model (2005). A doctoral student, Elaine Russo Martin (2006), used a qualitative, multi-case study design to study team effectiveness. Martin's (2006) findings were that participants found Hackman and Wageman's model to be valid, but incomplete. Her participants identified relationship building, communication, and leadership personality and behaviour as additional factors they felt were important to team effectiveness. The participants felt that Hackman and Wageman's (2005) focus on structure, and the minimization of the role of the leader, was limiting. Further, they thought that the leader was important for more than just ensuring the

conditions for success of the team, and this focus didn't acknowledge the critical role and impact that leadership style and behaviour has on the team's functioning and effectiveness (Martin, 2006).

We emphasize that Martin's (2006) study was based on interviews and focus group discussions about what the participants thought were important team effectiveness factors. In other words, the assessment of the importance of different factors was subjectively based on the participants' perceptions, rather than actual evidence based research that correlated different factors with actual, validated team performance outcomes. It may be that Martin's (2006) study is an example of what Beckhard (1972) was referring to in his work with teams, namely that individuals often do not see the structures within which relationship building and communication exist. At the same time, before we dismiss these criticisms and wholeheartedly adopt the Hackman and Wageman model of team effectiveness, Martin's study reminds us that what participants believe is important about team effectiveness, and has face validity for them, still needs to be tested to determine actual impact. Thus, we reviewed some of the other literature that does look more specifically at individual team effectiveness factors, such as communication, decision making, team learning, team and interpersonal conflict, and positive organizational behaviour.

2.4.2. Communication

Teams are inherently relational and interact through communication exchanges. The quality of communication ultimately influences team effectiveness and performance, and affects the level of interdependence and cohesion among the team members. Interdependency in Wageman et al.'s (2008) model is fostered through creating shared team direction, purpose and goals. We looked further at this concept of interdependency and cohesion and found there were some important findings for us to consider within the context of team effectiveness and team coaching.

Barrick, Bradley, Kristof-Brown, and Colbert (2007), in their scan of the literature, included a review of the work of Hackman and Wageman, as we did. They studied the links between interdependence, cohesion, and team performance in top management teams in credit unions.

Specifically, Barrick et al. (2007) found that strongly interdependent teams who had high coherence / cohesion and good “within team” communication had higher performance based on published industry measures than highly interdependent teams with lower coherence or cohesion, and poor communication. This finding aligns with at least one other study which has found higher performing teams of students working together for a semester demonstrate higher interdependence and cohesion (i.e., emotional commitment to other team members) and greater tolerance for conflict than lower performing teams (Tekleab, Quigley & Tesluk, 2009).

To further the team communication picture, researcher Anita Woolley has collaborated with a number of colleagues on different studies to look at the interaction between team member skills and the communication and coordination required between them to be effective.

Although she has done some interesting studies, one drawback of her research is that her subjects are usually individuals who are put on to simulated teams that are working together only to complete a short, analytically based, simulation task (Woolley, Gerbasi, Chabris, Kosslyn & Hackman, 2007; Woolley, Gerbasi, Chabris, Kosslyn & Hackman, 2008). Despite the artificial nature of the research teams, the important finding from her studies is that it is most effective to link people with the essential and even complementary skills required to complete a task, and then to ensure that they have appropriate communication between them (Woolley, et al., 2007; Woolley, et al., 2008).

Woolley et al. (2008) have also reported that the most successful teams have a combination of expert members and external guidance on how to effectively plan together collaboratively to complete the task. They also found that the teams who performed worst were those that had expert members but did not receive a collaborative planning intervention,

... Raising the perverse possibility that the presence of expert members may actually decrease team effectiveness if members are not helped to use the experts’ special talents. (Woolley, et al., 2008, p. 16)

This finding aligns with other research which has found that collaborative planning often doesn’t happen unless there is leadership or instruction to do the collaborative planning (Hackman, Brousseau & Weiss, 1976; Wittenbaum, Vaughan & Stasser, 1998).

More recently, Pentland (2012) published a study about school leadership team communication. He had team members wear electronic badges to track their communication throughout the day, including gestures, voice tone, the number of times people talked, listened and interrupted, empathy, and extroversion. Pentland found that team member energy and engagement outside of formal meetings predicted one third of the variation of team performance. As a result, he recommended four strategies for maximizing performance, including: (i) communicating frequently to team members, (ii) having as much communication outside team meetings as in them, (iii) exchanging ideas with everyone not just the team leader, and (iv) bringing ideas from outside of the team into the team. Other researchers have made similar observations to Pentland, and noted the positive impact of engaged, energized communication within and between teams (Gostick & Elton, 2010; Hallowell, 2011).

A study that offers a different perspective has found that healthy communication is critical to team effectiveness; however, it is only one factor predicting team success. Sinclair and colleagues (2012) used mathematical modelling and developed a tool to help predict team success when a systems engineering team is in the early days of team design. Their findings are remarkable, as reported in the study's abstract:

The simulations show that if a systems project takes full account of human factors integration (selection, training, process design, interaction design, culture, etc.) then the likelihood of team success will be in excess of 0.95. As the project derogates from this state, the likelihood of team success will drop as low as 0.05. If the team has good internal communications and good individuals in key roles, the likelihood of success rises towards 0.25. Even with a team comprising the best individuals, $p(\text{success})$ will not be greater than 0.35. (Sinclair, 2012, p.176)

This study lends support to the six factors identified earlier in the Hackman and Wageman (2005) model of team effectiveness, which indicates that having the right people or good communication on a team are not enough to make a team successful; other factors such as a supportive context and solid team structure that includes agreements about communication, are important for teams to be effective.

Thus many studies demonstrate the importance of communication as a factor that influences team effectiveness. We note that Hackman and Wageman also identify communication factors

in their model, albeit not obviously (Hackman & Wageman, 2005; Wageman, et al., 2008). Embedded in the essential factor of the “right people” are references to “teamwork capabilities beyond technical skills” (Wageman, et al., 2008, p.84). In fact, Wageman et al. (2008) acknowledge that the necessary skills for the “right people” include important communication competencies or characteristics, such as empathy (understanding the content and meaning of messages, and an ability to reflect back the feelings underlying a speaker’s message), integrity in bringing up issues, and keeping conversations confidential. They also highlight that team members need strong decision making capabilities (Wageman et al., 2008), the next factor that we review in the team effectiveness research.

2.4.3. Decision Making and Information Sharing

Decision making is a critical factor in team effectiveness and there have been several studies that have highlighted factors that support good team decision making (Gardner & Kwan, 2012; Schippers, Hartog, Koopman & Wienk, 2003). The lesson from these studies is that teams need to remain conscious of ensuring they draw upon all of their collective knowledge. Teams will make better decisions and save time in the long run by having decision making agreements that ensure information sharing occurs, and/or coaching to help develop these working agreements.

Mesmer-Magnus and DeChurch (2009) draw conclusions about team decision making and information sharing in their meta-analysis of 72 independent studies on decision making conducted over 22 years, involving 4,795 groups and over 17,000 individuals. These researchers found that when a group or team operates efficiently, the group’s decision / outcome will often be better than any one of its members working on their own, especially if the group has diverse members. The problem is that groups rarely work efficiently so success can be elusive for team decision-making.

One of the key issues Mesmer-Magnus and DeChurch (2009) revealed in their meta-analysis is that groups and teams tend to spend most of their time discussing redundant information that is already shared by the group members. Groups spend far less time discussing information known only to one or a minority of members and it is this unique information that

is more important. Further, groups will have a tendency to perpetuate biases inherent in their shared understanding, rather than systematically consider other ways of viewing an issue. The following quote sums up this information-sharing problem:

Teams typically possess an informational advantage over individuals, enabling diverse personal experiences, cultural viewpoints, areas of specialization, and educational backgrounds to bring forth a rich pool of information on which to base decision alternatives and relevant criteria. However, the current findings confirm that although sharing information is important to team outcomes, teams fail to share information when they most need to do so. (Mesmer-Magnus & DeChurch, 2009, p.554)

These researchers suggest creating a solid framework for, and practice of, eliciting unique information. Further, their analysis revealed that information sharing, both the sharing of unique pieces of information and the openness of sharing, were positive predictors of team performance, cohesion, and decision-making satisfaction. These studies on information sharing link well with one of Hackman and Wageman's (2005) recommendations for team coaching, which is for the coach to help a team make the best use of their collective knowledge and skills.

2.4.4. Team Learning

Gibson and Vermeulen (2003) define team learning as “a cycle of experimentation, reflective communication, and knowledge codification” (p.222). Teams need to take time to reflect between cycles of action, and this is not something teams tend to build in and do on their own (Hackman, 2003). These pauses to reflect as a team generate both incremental learning and innovative learning (Edmondson, 2002). Other researchers have also validated the importance of taking time to discuss shared knowledge to further team learning (Basden, Basden, Bryner & Thomas, 1997 in Hollingshead, 1998; Stasser, Stewart, & Wittenbaum, 1995; Edmondson, 1999 in Edmondson, 2007). Edmondson (2012) further incorporates team learning into her broader definition of “teaming”. She uses “teaming” as a verb to represent a general team mind set and the collaborative behaviours that support team performance, even if the team structure, membership, and boundaries change quickly.

However, structure can also be an important factor that influences the amount of team learning that occurs, since larger teams exhibit less learning than smaller teams (Sarin & McDermott, 2003). This observation again confirms the structural recommendation from Wageman et al. (2008) that a leadership team should be small, ideally having no more than eight members, to be optimally effective for decision making and getting their strategic work done (p.116).

Clutterbuck (2007) also writes extensively about his research into team learning and includes learning as a core feature of his coaching model. Clutterbuck was influenced by the work of Argyris (1982) and Senge (1990), as he suggests leading teams through ways of being to encourage learning. He describes the following steps: reflective preparation, suspending judgment, mutual exploration, dancing at the edge of chaos (looking for linkages amidst many ideas), and being “simplex” not simplistic (seeing the basic structures while holding the complexity of a pattern) (Clutterbuck, 2007). He indicates that teams can’t leave learning together to chance. Teams need to consciously decide on a process to encourage learning that includes setting goals in a team learning plan, critically reviewing what has been learned together, and sharing and recognizing the learning. Clutterbuck notes that teams often fall short on many of these steps and as such, valuable learning and performance improvement is lost.

Other researchers state that the most successful teams focus their learning externally, not just internally. These high performing teams have been dubbed “X teams”, by Ancona and Bresman (2007). Team members on X teams are encouraged to network outside of their team and bring back important ideas, which helps the team to avoid unnecessary mistakes, increase their competency, and improve their level of innovation (Ancona & Bresman, 2007). This research highlights that reaching out beyond a team’s membership to gather information, coordinate tasks, establish cooperative relationships, and advocate for their team’s goals, are other key factors in high performing teams.

A study by Brandon and Hollingshead (2004) describes the factors that can effect team member participation and thus the learning that goes on within a team. One interesting influence on team learning is that when there are new or returning team members, the team doesn’t tend to use these new team members’ ideas (LaFasto & Larson, 2001). Unfortunately

for team learning, it is all too easy for teams to lose and/or not use fresh insight that becomes available to them (Gruenfeld, 2000).

Thus team learning is a growing field of research that is sure to generate further interest and recommendations for team effectiveness and ultimately, team coaching approaches and interventions. One key finding is that team coaching can be leveraged to support team members to structure their work and conversations to communicate well, make decisions, and ensure outlier information and perspectives are welcome. Further, team coaches are integral to support team learning, as noted in this quote:

We found very few teams that were able to decode their successes and failures and learn from them without intervention from a leader or another team coach. (Wageman, et al., 2008, p. 161)

2.4.5. Team and Interpersonal Conflict

Conflict is a common occurrence on teams and is often one of the key reasons a team coach is sought out, based on our experience. It is important for coaches to reflect on their beliefs about what prompts team conflict when they consider how best to assist teams in conflict. There are several differing viewpoints, and each potentially leads a team coach to take a particular approach to intervention as outlined below.

In Tuckman's (1965) classic stage development model, conflict is the cornerstone of a healthy storming stage through which a team differentiates, becomes more authentic, and fosters greater cohesion. A coach with this perspective might encourage honest expression of team member differences to encourage team development. Other researchers focus specifically on the value of task conflict versus team member conflict; describing how moderate task conflict can enhance performance because it evokes multiple perspectives, a result of team members sharing unique information that could be helpful for the team (Hackman, 2011; Mesmer-Magnus & DeChurch, 2009). From this perspective, the key to success may be to help team members find a way to express alternate views productively rather than reduce the conflict or make it personal.

Alternatively, Mesmer-Magnus and DeChurch (2009) suggest that ongoing team conflict lowers cohesion, is detrimental to performance, and requires intervention. This perspective implies a focus on resolution, and emphasizes greater cooperation, cohesion, and understanding to help team members get along. Another related view is that conflict is not managed by learning to openly discuss and work through disagreements, or finding a way to collaborate, as commonly believed. Some authors contend that certain relationship conflicts are best managed not through resolution but by agreeing to disagree (De Dreu & Beersma, 2005). Further, it may be that in some circumstances, the conflict could be a result of a significant performance issue that would be most effectively dealt with at an individual level, not through a team coach brought in to fix the team (Hackman, 2002).

Felps, Mitchell, and Byington (2006) support the latter view on isolating individual performance issues. They looked at what causes team conflict and have determined that there are three primary styles of ongoing, dysfunctional behaviours: (i) withholding effort, (ii) expressing negative affect, and (iii) violating agreed upon norms (p.181). The team as a whole may react to these dysfunctional behaviours and become negative, distrusting and defensive, leading to lower performance. In the end, one dysfunctional team member can be the one bad apple that spoils the whole barrel, or team, in this case.

Edmondson (2012) adds that trust and psychological safety contribute to team members' ability to share their perspectives in situations where there is a difference of opinion or conflict. She believes that "psychological safety makes it possible to give tough feedback and have difficult conversations without the need to tiptoe around the truth" (Edmondson, 2012, p.118).

One other perspective, held by researchers like Beckhard (1972) holds that we tend to not see how interpersonal issues are embedded in the structure and context within which a team works. This approach fits with that of Hackman and Wageman (2005), who believe that a focus on structure and strategy in team coaching is more important than a focus on the team dynamics and relationships. So in this structural view, conflict is usually a sign of higher order process issues, such as unclear roles, goals, or direction, and these issues set the stage for conflict. A coach holding this perspective would see conflict as a sign to look at structural and team design problems first.

A researcher who primarily focused on team structures and working agreements concluded that this was not enough to turn around team conflict. Smith (2008) worked with teams for years and reflected that setting up effective structures and strategies for managing conflict was often for naught. She described a case study in which she provided almost two years of leadership and team intervention but in the end, the CEO and leadership team still failed to turn the company around (Smith, 2008). As Smith reviewed extensive transcripts and notes after the fact, she came to the following conclusion:

We were so intent on building the team, facilitating decision making, and developing individual leaders, that we completely overlooked the real sticking point: relationships within the team. (Smith, 2008, p.2)

Some researchers have examined specific factors that increase or decrease conflict, as opposed to providing general approaches to address conflict. A recent study reported that heightened conflict, poorer coordination of tasks, and decreased team effectiveness occurs when team members have different ideas about the status levels of team members (Gardner, 2010). Gardner also found that time pressure and familiarity with one another heightened the potential for role status conflict. Time pressure heightens conflict because teams can become stressed under deadlines, and they tend to reduce the amount of information they share. Some teams become so task focused that they no longer attend to effective interpersonal communication. The other factor, increased familiarity, can increase team cohesion and trust. However, cohesion and trust may be lacking in teams with unclear status hierarchies where individuals may stop putting their best foot forward and think more about themselves than others. This can lead to disinhibition and less conformance to group norms and expectations, which are important structural elements in the Wageman et al. (2008) model of team effectiveness.

It appears that team conflict is a complex area of research and practice. It may not be as obvious as one might assume to identify the type of conflict, the individual and team level reasons for the conflict, nor the best solution and approach to move forward. What is clear from this review is that conflict is often cited as a key impediment to team performance (De Dreu & Beersma, 2005; Gardner, 2010; Kowlooski & Bell, 2003; Smith, 2008). Some researchers and practitioners see conflict as a result of dysfunctional behaviours while others

see some conflict as healthy, and if dealt with effectively, it could enhance a team's effectiveness (Hackman, 2011; Mesmer-Magnus & DeChurch, 2009). As a result, there are many different perspectives on reducing and working through conflict in the workplace, from getting the right people on the bus from the start, to understanding the team structures and dynamics within which conflict most likely occurs. Thus, team coaches will inevitably be faced with how to deal with conflict when working with teams. The approach they select will ultimately depend upon their beliefs about conflict and their assessment of the causes and effects.

2.4.6. Positive Organizational Behaviour

Seligman & Csikszentmihalyi (2000) launched the positive psychology movement with a focus on what works versus what doesn't work, and optimal states such as flow and wellbeing. POB (positive organizational behaviour) involves studying team effectiveness by looking at the positive aspects of teams, including team level representations of positive psychological capacities such as efficacy, optimism and resilience (Youssef & Luthans, 2007). POB researchers hope to identify best team practices in organizations through the study of well functioning teams versus dysfunctional teams.

One of these popular authors on positivity is Barbara Fredrickson (2001). She and her colleague, Marcial Losada, combined Losada's research from 25 years of coding communication interactions and analysing teams by performance level (Losada & Heaphy, 2004) with Fredrickson's research on positivity ratios. They first determined that there is a minimum healthy ratio of 2.9:1 individual positive to negative interactions, and this is called the Losada line (Fredrickson & Losada, 2005).

In their research, Fredrickson and Losada (2005) coded team member interactions according to the three dimensions of: (i) positivity vs. negativity, (ii) inquiry vs. advocacy, and (iii) other vs. self-focus. Positivity was demonstrated by an individual providing supportive, encouraging, and/or appreciative comments. On the other hand, negativity was indicated by an individual sharing disapproving, sarcastic or cynical comments. They discovered that in the highest performing teams, the ratio of positive to negative comments was 5.6:1 (Fredrickson

and Losada, 2005, p.681). Thus, very high performance teams seem to have a positivity to negativity ratio almost twice the 2.9:1 ratio deemed to be the minimum positivity to negativity ratio for individuals or teams to flourish.

Further, for high performance teams, ratios between inquiry / advocacy (asking questions versus making comments), and other / self (focusing on the other person versus focusing on self interests) were both equal. In contrast, low performance teams communicated positive to negative comments at a ratio of 0.4:1, tended to advocate for themselves, and barely considered outside views. Even worse, the researchers found that over time, these lower performing teams show a smaller range of behavioural flexibility and were less able to change (Fredrickson & Losada, 2005, p.681).

An important advance that Losada and Fredrickson made was to use non-linear dynamic modelling to study teams. This mathematical technique recognizes context (e.g., ‘when and how’, rather than just ‘what’) for studying complex systems. Applied to teams, non-linear dynamic modelling attends to the reality that team inputs are not directly proportional, nor do they lead to outputs in a linear manner (Losada, 2008). This is an effective approach because as researchers are now pointing out, teams are contextually based and inherently complex, thus making team effectiveness a result of many interweaving factors, not one factor in isolation (Hackman, 2012; Rico, et al. 2011). In fact, linear models are limited for studying teams and other complex systems, as described below:

The best linear models can explain about 30% of the variance in output (team performance). About 70% of the variance remains unexplained... On the other hand, a nonlinear model ... accounts for 92% of the output variance; only 8% remains unexplained. Most linear models require many variables and parameters to explain a small amount of variance. In science, we like parsimony: explaining the most with the least. (Losada, 2008)

Thus, as we have seen in our work as team coaches, once a team or system is not doing well, this lack of flexibility is a significant coaching challenge that makes it hard to shift a team’s way of working with each other to turn things around (Hackman, 2012).

2.4.7. Personality Factors

Another area of psychological research that has been used to understand team effectiveness is personality factors. We highlight this research area because so many coaches centre their team coaching business primarily on helping team members to identify, understand, and communicate better with each other based on their individual personality styles or behavioural types. This personality assessment focus may be related to the fact that:

During the past two decades the management literature has included extensive references to behavioural style theory in general and to various style instruments in particular. (McKenna, Shelton, & Darling, 2002, p. 314)

The one model of personality factors that seems to have been studied most, especially in relation to team effectiveness, is the five factor model of personality. This model describes what are said to be core personality traits across all cultures. The five factors are: agreeableness, conscientiousness, emotional stability, extroversion, and openness to experience. Reilly, Lynn, and Aronson (2002) provided an excellent summary of these five factors. One can quickly see from Table 3 that all the factors represent positive behaviours for the most part. However, every trait will be more or less appropriate for a given role and can turn into a negative if overemphasized, such as the case with extraversion (Stock, 2004), or when a trait is mismatched with the task and/or team needs.

Barrick et al. (2001) found these five personality factors to be strongly related to performance. In fact, Barrick et al.'s meta-analysis of top management team interdependence demonstrated a strong link between the trait of conscientiousness and performance. This aligns with McKenna et al.'s (2002) findings that conscientiousness is the one factor that also consistently predicts higher individual job performance. Barrick et al. also found that emotional stability and extraversion had an effect on team performance, albeit a smaller effect than conscientiousness. In a later study, however, these factors were found to be more predictive of how someone **felt** about their work rather than how they **did** at work (Thoresen, Bradley, Bliese & Thoresen, 2003).

Table 3: Five factor personality traits

Trait	Description
Openness	The extent to which team members are imaginative, sensitive, intellectual, polished versus down to earth, insensitive, narrow, crude, simple.
Stability	The extent to which team members are calm, enthusiastic, poised, and secure, versus depressed, angry, emotional, and insecure.
Agreeableness	The extent to which team members are good-natured, gentle, cooperative, forgiving, hopeful versus irritable, ruthless, suspicious, uncooperative, inflexible.
Conscientiousness	The extent to which team members are careful, thorough, achievement-oriented, responsible, organized, self-disciplined, scrupulous versus irresponsible, disorganized, undisciplined, unscrupulous.
Extraversion–introversion	The extent to which team members are sociable, talkative, assertive, active versus retiring, sober, reserved, cautious.

(Reilly, Lynn & Aronson, 2002, p.41)

Further, Bell (2007) found that while the big five personality dimensions and team values did not show an effect in laboratory sessions, agreeableness, conscientiousness, openness to experience, collectivism, and preference for teamwork were strongly predictive of team performance in field studies. Lafasto and Larson (2001) explored what makes teams work best and also found that team members particularly value the quality of openness in other team members.

Reilly et al. (2002) studied the influence of personality factors on product development teams and attributed the success of a team to the personality variables of agreeableness and higher conscientiousness. They found that openness was an important factor, especially when the team's task required creativity. Relationships between team performance and emotional stability and extraversion were less conclusive (Reilly, et al., 2002). Thus, there seems to be three key team member personality traits that have the most impact on team effectiveness: agreeableness, conscientiousness, and openness.

In addition to specific traits, it is commonly believed that having a diversity of styles on a team is better than a homogenous team, that work groups who are aware of and respect each other's behavioural styles will do better (e.g., on communication and morale), and that alignment between style and work is important. It is important to note that none of these common sense ideas have a strong evidence base, despite having high face validity (McKenna, et al., 2002).

Reilly et al. (2002) did do one study to explore the effects of team diversity, and speculated that teams facing the specific challenge of technological and innovative uncertainty would perform better if they were more heterogeneous. In other words, they felt that effective teams needed team members to challenge the norm, think differently, and be less attached to getting along, or having others like them, in these particularly demanding situations. They concluded that further research is required to confirm the effects of heterogeneity on team performance, although they did suggest that when tasks are routine or require high degrees of affiliation, homogeneity, not heterogeneity, leads to higher performance (Reilly, et al., 2002).

To apply these findings to coaching, we would be wise to encourage teams to surface different opinions when creativity and innovative thinking are important to the task. Alternatively, it is advantageous for coaches to encourage teams to find commonality and achieve consensus quickly when the tasks are more routine.

Based on this link between personality style and team effectiveness, we incorporated a style assessment for each of our teams as part of our team coaching. In selecting a style assessment, we once again consulted the literature. Many pure personality instruments that measure the big five personality factors (e.g., the 16PF or 16 factor personality instrument, neo-PI or neo-Personality Inventory, and HPI or Hogan Personality Instrument) have a body of research to support their validity and reliability. However, they are lengthy to administer, need to be interpreted by psychologists, and do not have the same popularity in the workplace that many other style assessments have (McKenna, et al., 2002, p.317). McKenna et al. (2002) also stated that:

Furthermore, even though differences among different instruments have been compared and contrasted, there are no data indicating under which circumstances

usage of one particular instrument would be more appropriate or produce better results than another. It appears that many proponents of behavioural style assessments base their enthusiasm for the process more on subjective perceptions than on documented results.” (p.314)

Since “the management literature does not clearly differentiate between behavioural style and personality” (McKenna, et al., 2002, p.314), we noted that behavioural style instruments would probably be as valid to use for our team coaching purposes as a personality style instrument.

In summary, the use of assessments makes sense in team coaching since the literature confirms that personality factors and style diversity influence team performance. However, the actual assessment selected to support a team’s discussion of styles and differences is less critical since the literature does not support the effectiveness of one tool over another.

2.4.8. Summary of High Performance Team Factors

As our review of the literature on high performance teams shows, there are various factors that contribute to the complex outcome of team performance. However it becomes challenging to distil and generalize findings across all the studies and disciplines. Teams are constantly evolving, and realistically, teams can achieve their goals through many different idiosyncratic pathways (Hackman, 2012). Further, teams are more than the sum of their parts, with the sum not being explained solely by the parts. This means that research which uses more sophisticated tools like non-linear dynamic modelling are perhaps most helpful to understand real teams that naturally undergo extensive change in today’s world (Ancona & Bresman, 2007; Fredrickson & Losada, 2005).

Thus, our review reveals there is not one, clear recipe for how to create team effectiveness. Again, we would be wise to heed Hackman’s advice after forty years of doing his own research:

With every methodological advance, it seems, things become both more complex and more distant from the phenomena. That which started so simply, with an analysis of direct input–output relationships, now risks sinking of its own weight, of becoming decreasingly useful to both scholars and practitioners. It may be time, therefore, to question the appropriateness of the cause–effect models that have pervaded group research from its inception and to consider an alternative way of construing group behaviour and performance. (2012, p.433)

We conclude from our review of the research that despite some commonality in findings and some suggestions about good practices, ultimately what works on one team doesn't necessarily work on another. Further, what makes groups interesting is that they develop and change over time, thus requiring different approaches at different times (McGrath, et al., 2000). Teams do not have inputs that lead to outputs in straightforward, linear ways, hence Wageman et al.'s (2008) recommendation to set up conditions that are *likely* to enhance team effectiveness, but will not guarantee it. As we move forward in our team coaching research, we note the complexity of team effectiveness and keep this in mind as we study real teams doing real work in their real world contexts.

2.5. Team Coaching

Coaching itself is a relatively new field of study, and team coaching in the workplace is an even newer subset of coaching. The International Coach Federation (ICF), in their recent study of global coaching trends, did not mention team coaching (International Coach Federation, 2012). Another survey completed annually by Sherpa Coaching (2012) reveals that team coaching was first identified as a trend in their 2011 survey so they included team coaching questions in their 2012 survey (Sherpa Coaching, 2012). Based on their database of 1,100 respondents, of whom 60 % were executive coaches, they identified that 30% of the companies surveyed have team coaching programs in place, 34% did not have a programme, and 12% of the respondents did not know if their company had any team coaching programs. The authors consider future directions for team coaching by asking:

Will facilitators use a published process? Will standards of practice emerge, or will team coaching and coaching skills be a ‘hit or miss’ proposition for many organizations? (Sherpa Coaching, 2012, p.9)

Although our team coaching study does not answer these questions, we hope to bring attention to the state of the art in team coaching. We reviewed a mix of the team coaching models, scholarly studies, and practitioner publications on team coaching in this section. We conclude from our review that there has been little written about the actual experience of participants receiving team coaching, which is the focus of our study.

2.5.1. Team Coaching Models

We review four models of team coaching in this section. The criteria we used for what constitutes a model is based on the following definition:

A schematic description of a system, theory, or phenomenon that accounts for its known or inferred properties and may be used for further study of its characteristics. (The Free Dictionary by Farlex, 2012)

Based on this definition, we identify and discuss four such team coaching models that provide guidance to team coaches. The authors of these four models, in order of date, are as follows: Kozlowski et al. (1996), Hackman and Wageman (2005), David Clutterbuck (2007), and Hawkins (2006).

We compare team coaching models in Table 4. The strongest, clearest model is provided by Hackman and Wageman (2005) who focus on three key aspects of team coaching. They propose that team coaching is only effective when the conditions for team effectiveness have been properly set up. Second, the coaching needs to focus on the functions and goals of a team, not the interpersonal dynamics in isolation. Third, coaching will have maximum benefit if it is tailored to the timing that matches the team’s task and work cycle. Other researchers (Carson, Tesluk & Marrone, 2007) concur that team coaching can be helpful for supporting team effectiveness, especially in the early stages of team development, if the coaching

supports the team to document working agreements and addresses structures that encourage shared leadership.

We have provided detail on each of the models listed in Table 4. We consider each of these models to be foundational to the team coaching approach that we took and the literature to date.

Table 4: Comparison of team coaching models

Researcher / Practitioner (Date)	Theoretical framework or underpinnings	Primary team coaching approach *	Interpersonal dynamics perspective	Detailed approach	Team member coaching included
Kozlowski et al. (1996)	Developmental stage approach	Primarily team and leadership team coaching	Mostly in service of performance	No – focused on team effectiveness and team development	No
Hackman and Wageman (2005); Wageman et al. (2008)	Functional / structural and based on team effectiveness research	Up to systemic team coaching	Only in service of performance	No – directional guidelines mostly	Team leader; sometimes others
Clutterbuck (2007)	Team learning and dialogue	Primarily team and leadership team coaching	Mostly in service of performance	Yes	Yes - preferred
Hawkins (2011)	Systems theory and team effectiveness research	Up to systemic team coaching	Only in service of performance	Yes	Team leader mostly

* Primary team coaching approach based on Hawkins' (2011, p.62) continuum of team interventions, in order from (i) facilitation, (ii) team coaching, (iii) leadership team coaching, (iv) transformational leadership team coaching, and (v) systemic team coaching

Kozlowski et al. (1996)

Although Kozlowski (1996) was not specifically describing a team coaching model, we included his work because it was one of the early models that clearly identified the importance of the coaching role in team effectiveness. Kozlowski et al.'s (1996) early team development and team effectiveness work described different team leadership roles (e.g., mentor, instructor, coach, and facilitator) that are needed to support a team. Early on, the leader functions more as a mentor, helping a team develop effective structures, direction, and processes; this is needed before cohesion and trust can fully develop. Additionally, Kozlowski contended that young teams need to shift from working on a collection of individual goals to developing a joint mission and the corresponding performance processes. The team also benefits from establishing clear roles and responsibilities, and group norms in the earlier stages of development. As the team starts to mature, the leader becomes an instructor, providing instruction to increase team skills. As the team's maturation continues and the members become more capable;

... the leader shifts to a coaching role, seeking to combine the individual knowledge, developed in the prior stage, in order to build shared mental models and team efficacy. (Kozlowski, 1996, p.283)

Ultimately, the team leader as coach hopes to foster cohesion, trust, and coherence on the team as the team shifts and matures. Finally, the team leader takes more of a facilitation role for the mature team.

Thus, Kozlowski identified that coaching was a vital leadership behaviour and his research was an important precursor and contribution to the emerging team coaching field. Further, Hackman (2002) and Hackman and Wageman (2005) reference Kozlowski's work in building their team effectiveness and team coaching model. They also refer to his work as a cornerstone in the history of team coaching (Hackman & Wageman, 2005, p.271).

Hackman and Wageman (2005)

The works of Richard Hackman and Ruth Wageman greatly influenced our team coaching practice and study, and they are cited often in the research on team effectiveness and team coaching. Significantly, Hackman and Wageman (2005) completed one of the six early studies that mention team coaching, as identified in Grant's review of the coaching literature before 2009. Hackman and Wageman's six conditions model of team effectiveness includes team coaching as a key factor (Wageman, et al., 2008). Figure 1 in our earlier discussion of team effectiveness factors highlights these six conditions for team effectiveness.

Hackman and Wageman (2005) proposed a useful, overarching theory of team coaching based on their literature review of team coaching and team effectiveness. Others (Heimbecker, 2006; Liu, Pirola-Merlo, Yang, & Huang, 2009; Buljac-Samardžić, 2012) have studied Hackman and Wageman's team effectiveness and team coaching models, along with their Team Diagnostic Survey (TDS) (Wageman, et al., 2005).

In defining their team coaching model, Hackman and Wageman (2005) were guided by Hackman's (2002) earlier work on team effectiveness, along with other research. They based their coaching model on three key principles. The model:

- (1) Focuses on the functions that coaching serves for a team, rather than on either specific leader behaviors or leadership styles,
- (2) Identifies the specific times in the task performance process when coaching interventions are most likely to have their intended effects, and
- (3) Explicates the conditions under which team focused coaching is and is not likely to facilitate performance. (Hackman & Wageman, 2005, p.269)

In reviewing the first principle or condition for effective team coaching, Hackman and Wageman were clear that team coaching must focus on task performance; supporting the team to achieve its collective objectives. Hackman and Wageman (2005) further stated that coaching itself should focus on assisting teams to apply the right effort to achieve those goals (e.g., promote social labouring), and to make the best use of their knowledge and skills. They do not recommend that coaching focus on the interpersonal and team dynamics among team

members solely for the sake of improving interpersonal relationships. Rather, based on their research, they concluded that by helping the team improve its ability to achieve its goals together (i.e., performance strategies), interpersonal relationships would naturally improve (Wageman, et al., 2008).

Hackman and Wageman (2005) drew upon Gersick's (1988) punctuated-equilibrium model for the second condition of team coaching, the timing of coaching interventions. This model states that a team hits the ground running early in their work together. Norms and strategies are usually implicit early on, and the team only comes up for air around the midpoint of their work together (Gersick, 1988). It is at this mid-point that team members typically consult with others and often fundamentally shift how they are working together as a team. The team goes through a second reorganizing point when they move towards finishing their project. Any coaching interventions that focus on strategy or shifting how a team works together don't have much impact between when the team initially forms and begins their work, and when they hit their reflective midpoint (Gersick, 1988).

In a later study, Wageman et al. (2009) referred to another researcher's work (Fisher, 2007), who indicated that the timing and type of team leader coaching interventions were crucial to the team coaching being effective. In Fisher's (2007) study, his findings suggested that experienced leaders / coaches shape their teams by commenting more frequently early on and commenting at a group rather than an individual level. Thus, if we combine the learning from Fisher (2007) with Gersick's punctuated equilibrium model (1988), then effective team leaders and coaches will most effectively intervene (a) early with the team at a motivational level when effort is most needed to get started, (b) midway through the team's work with consultation to review and re-align performance strategies, and (c) at the end of the team's work cycle in an educational role to support the team to review and learn from the team's work and develop further knowledge and skills (Hackman & Wageman, 2005, p.283).

The third team coaching principle involves determining the conditions under which coaching is more or less likely to be effective. As helpful as team coaching can be, it is not a substitute for an effective team structure or supportive organizational context (Wageman, et al., 2008). The team needs latitude to apply the effort, knowledge, skills, and strategies they deem best to complete their task or achieve their goals. The team also must be well designed and working

within an organizational context that supports teamwork, not hinders it. Further, as we indicated earlier in the discussion about the research on conflict, “It is nearly impossible to coach a team to greatness in a performance situation that undermines rather than supports teamwork” (Hackman 1987, in Hackman & Wageman, 2005, p.282). When a team does not have an effective structure, supportive context, or functional performance situation in place, coaching, at best, will not improve the situation. In fact, poor coaching (e.g., analysing the problem and offering advice on how to solve it) will often make performance worse (Hackman & Wageman, 2005). In this less optimal situation, rather than engage in coaching to fix the symptoms of poor relationships, teams need to address more “basic, structurally rooted difficulties” (Hackman & Wageman, 2005 p.283).

In terms of actual team coaching practice suggestions or techniques, Hackman and Wageman provide minimal guidance for how the coach might intervene on process and interpersonal issues that interfere with taskwork in their “Theory of Team Coaching” article (2005). They do provide some clearer suggestions in their description of the TDS development (Wageman, et al., 2005) and their later book about effective senior leadership teams (2008). They identified that once the team ensures the right structural elements are in place, a competent team coach can provide support to help the team align their knowledge, effort, and performance strategies to accomplish their collective tasks. They stated:

Effective team coaching addresses the task related behavior of the team with the intent of helping it develop and sustain three things: (1) high levels of motivation for the team’s collaborative work, (2) effective collective approaches to team tasks, and (3) the ability to identify and deploy all the considerable talent that team members bring to the table. High quality team coaching is about the work that members must accomplish together. Behavior on the part of members that supports or impedes the three work processes just identified is fair game for a coaching intervention, whether the intervention corrects ineffective behavior or reinforces good team work. (Wageman, et al., 2008, p.163)

Wageman et al. (2005, p.5) provided some suggestions for coaching as it relates to each of these three aspects of (i) motivation, (ii) performance strategy, and (iii) talent or knowledge and skill development. When motivation issues are identified that interfere with the team’s effort, a coach can help the team members identify and discuss solutions to problems that

hinder coordination and motivation. The coach may also introduce discussion and activities that help build the team's commitment to the required team tasks or functions. To help teams address any performance strategy issues, coaches may help the team highlight and address routines and habits that are inappropriate or ineffective for the situation or the task completion. Further, the coach may support the team to identify new and innovative approaches to meet the team's task requirements and goals. Lastly, suggestions to develop skills and knowledge include promoting the exchange of knowledge and expertise, and encouraging more equal sharing of team member ideas.

Wageman et al. (2008) also provided some specific examples of process interventions or actions that a team coach might make. These coaching behaviours include: creating and holding the team accountable to agreed upon norms or working agreements, acknowledging and reinforcing productive discussion and communication behaviours, and pausing discussions to allow for team reflection (Wageman, et al., 2008, p.163). The broader goal is that over time, team members learn to coach each other and take on more of the team coaching role themselves, as a result of skilful team coaching and modelling.

In summary, the Hackman and Wageman (2005) model of team coaching states that when the enabling structural and contextual conditions are appropriately in place, competent team coaching that is provided (i) at the right time, and that (ii) focuses on the task, can affect team performance. In a recent web blog, Hackman (2011) provides a succinct summary of the impact of team coaching, based on his extensive research and study over the last 40+ years. He states that:

Our research suggests that condition-creating accounts for about 60% of the variation in how well a team eventually performs; that the quality of the team launch accounts for another 30%; and that real-time coaching accounts for only about 10%.
(Hackman, 2011, p.1)

Thus, coaching can have a large impact if it helps leaders create the right conditions for effectiveness, and supports a team to launch properly at the beginning of the team's formation or a new task cycle. This team launch could include coaching the team through the creation of

a team charter that outlines the team's purpose, goals, roles, working agreements, and other foundational factors.

Ultimately, the Hackman and Wageman model of team coaching is a comprehensive approach that provides theoretical guidelines versus direct instructions for team coaching. Some of the other models and approaches we review later provide more specific recommendations and actions that may guide practitioners in designing a team coaching intervention if they are attentive to Hackman and Wageman's pre-coaching conditions.

David Clutterbuck (2007)

Team coaching specialist, David Clutterbuck, is another key contributor to the early writings in the team coaching field. Clutterbuck (2007) wrote a book, "Coaching the Team at Work", that summarized the team effectiveness and team coaching research, and provided a clear process and approach for team coaches to follow. He further classifies different types of teams (e.g., project, management, virtual teams, etc.), and provides suggestions for coaching each kind. Throughout the book, Clutterbuck also provides useful and practical coaching questions to use with teams.

Clutterbuck (2007) has noted that there has been little research done on team coaching. Instead, he provides case study descriptions from practitioners as a starting point. Clutterbuck offers a useful distinction between facilitation and coaching, noting that facilitation creates a space for dialogue whereas team coaching requires additional assessment, feedback, consultative direction, and a focus on team performance (Clutterbuck, 2007). Clutterbuck sees the role of the team coach as a catalyst to stimulate open dialogue in the team. Specifically, a team coach can discuss and provide support for the team to define its purpose and priorities, understand the environment, identify barriers to performance, create a team learning plan, develop confidence, and internalize coaching. We have summarized Clutterbuck's (2007, pp.120-121) team coaching template as follows, and characterize this as his overriding model of team coaching:

1. Preparation: Is the team ready?

2. Scoping: Goals, drivers, outcomes, timescales
3. Process skills development: Develop skills in learning dialogue
4. Coaching conversations: Reflective conversations
5. Process review: Embed reviews throughout, include feedback
6. Process transfer: Assist the team to take leadership of the coaching conversation
7. Outcomes review: Review what has been achieved. Report to management.

Clutterbuck's guide is generic versus prescriptive, acknowledging the complexity of team coaching, and the customization that is needed for each individual team's situation.

We highlight Clutterbuck's position about focusing on relationships in order to address a fundamental issue in team coaching. He asks:

Does this mean that coaches are wasting their time when they focus on relationships? The consensus of professional team coaches and their human resource clients in organizations with whom we have discussed the issues is that interventions at the relationship level are helpful – well beyond the extent one could dismiss on the grounds that “they would say that, wouldn't they? (2007, p.97)

It seems that despite the popular opinion about the value of coaching teams to enhance relationships, Clutterbuck (2010) does agree that a sole focus on building relationships to help a team feel good is not useful on its own. Instead, he recommends behavioural interventions that “improve performance when aimed at specific team processes or objectives” (Clutterbuck, 2010, p.273). In our conversations with team coaches over the past year or two, we have heard similar sentiments from other practitioners who believe that interpersonal dynamics and personality style are, and should be, the key focus of team coaching. Some team coaches have not considered enhanced team performance to be their outcome; they only focus on teams achieving good relationships.

Clutterbuck addresses this tension between whether a team coach focuses on relationship or structure in a more direct and balanced way than most of the other researchers or writers that we read. In the end, his more inclusive position of working with relationship factors in service of performance goals may be a wise direction for team coaches to follow (Clutterbuck, 2007). Ultimately, this balanced perspective does have some overlap with Wageman et al.'s (2008)

direction that interpersonal factors can be a coaching focus but only when team member behaviours interfere with the goals and taskwork of the team. As Clutterbuck also notes, teams are complex and we require a variety of ways of working with them so ultimately, there is no one approach that is most effective for every team. Additionally, we note from our experience that it is critical to start where a client / team is at and ensure that our coaching approach has strong face validity for the team as well as being informed by research since ultimately, the team needs to engage in the coaching process to make any changes at all.

Hawkins (2011)

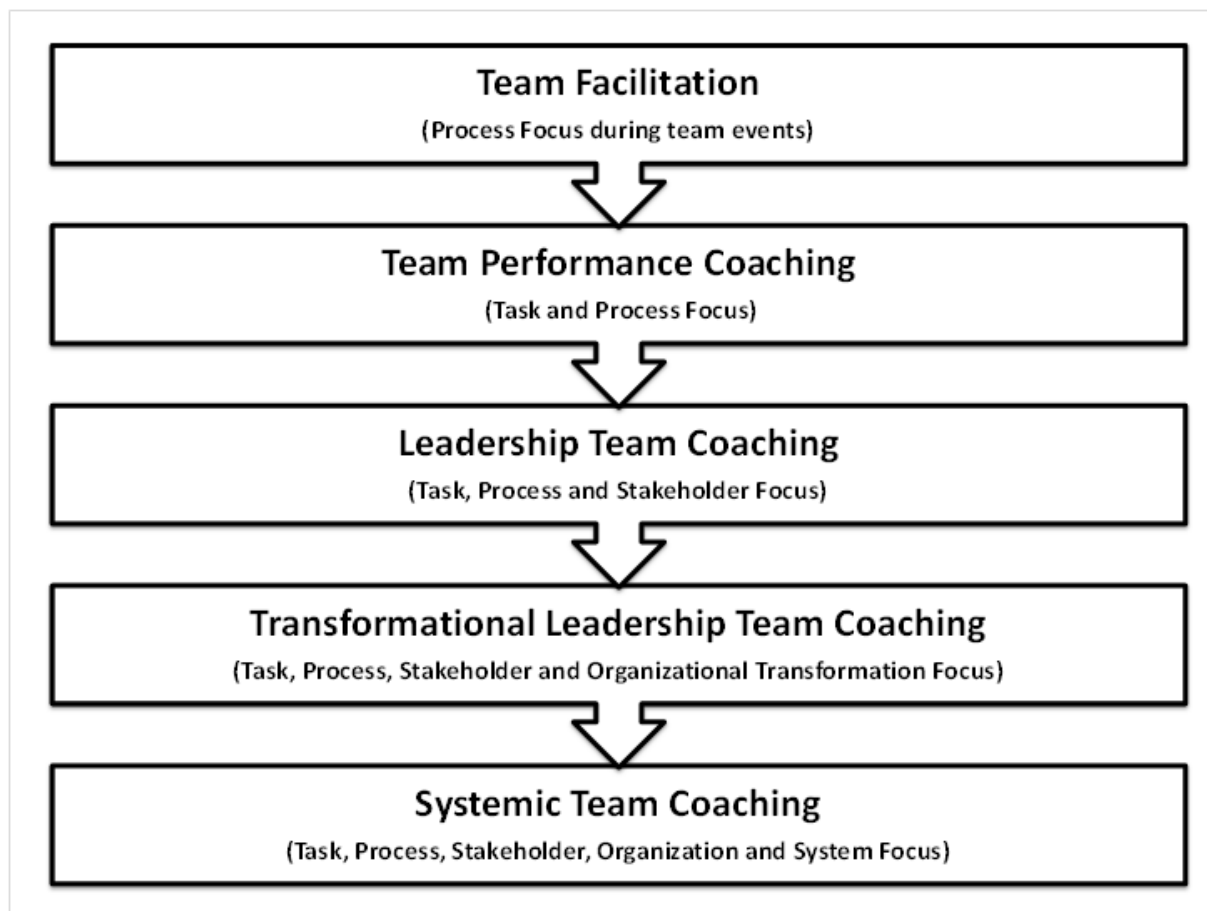
A recent overview of the history of team coaching, team coaching literature, and approaches to team coaching was published in 2011 by our doctoral consultant, Peter Hawkins. Hawkins (2011) believes that there are three conditions needed to begin team coaching and foster high performance. First a team needs to be committed to a shared endeavour that can't be achieved by team members working individually. Second, team members must aspire to collectively achieve a higher level of performance together. Third, the team needs to be open to getting help on the journey to fulfil the shared endeavour.

Hawkins (2011) points out that team coaching has been loosely defined and has been used as an umbrella term that includes team facilitation, team building, and process consultancy, among other team interventions. Hawkins has identified a continuum of team coaching that has inspired our thinking about what level of coaching would be best for each of our teams. His continuum is illustrated in Figure 2 and identifies a range of possible team interventions ranging from team facilitation to systemic team coaching (Hawkins, 2011, p.62).

This continuum compares these interventions, and demonstrates the flow from traditional forms of team coaching to more current, multidimensional models of team coaching. In determining a team coaching approach, Hawkins encourages coaches to advance along the continuum and support their teams to consider their deeper purpose, the needs of their internal and external stakeholders, and their wider impact on the global community as a whole. In a more recent book, he reiterates again that the urgent problems facing organizations today

reinforce “the need for more effective team coaching” (Hawkins, 2012, p.16), that would focus more on the multi-layered team coaching interventions on the bottom of the continuum.

Figure 2: Continuum of team coaching



(Adapted from Hawkins, 2011, p.62)

The first continuum level is team facilitation, which is purely a process approach to support a team to have an effective meeting or event. Facilitation may be an element of team coaching but the focus on process and not content is insufficient for helping a team to accomplish the team’s work over time and back in the workplace. The next level of intervention is team performance coaching, which has an additional focus on the tasks of the team, not just the process of making a meeting flow better. Hawkins indicates that the team coaching approaches described by Hackman and Wageman (2005), and Clutterbuck (2007) have team performance

coaching elements within them because they include performance along with the process components.

Moving further down the continuum, Hawkins (2011) identifies leadership team coaching as a coaching approach that is focused specifically on leadership teams. When coaching leadership teams, coaches focus on the process and tasks of the team, and add a focus on the team's leadership of direct reports and how the team members influence stakeholders. A variation of leadership team coaching is the fourth level, transformational leadership coaching. This level of coaching subsumes all of the tasks of the previous levels and adds a focus of transforming the business, beyond the current performance of the team.

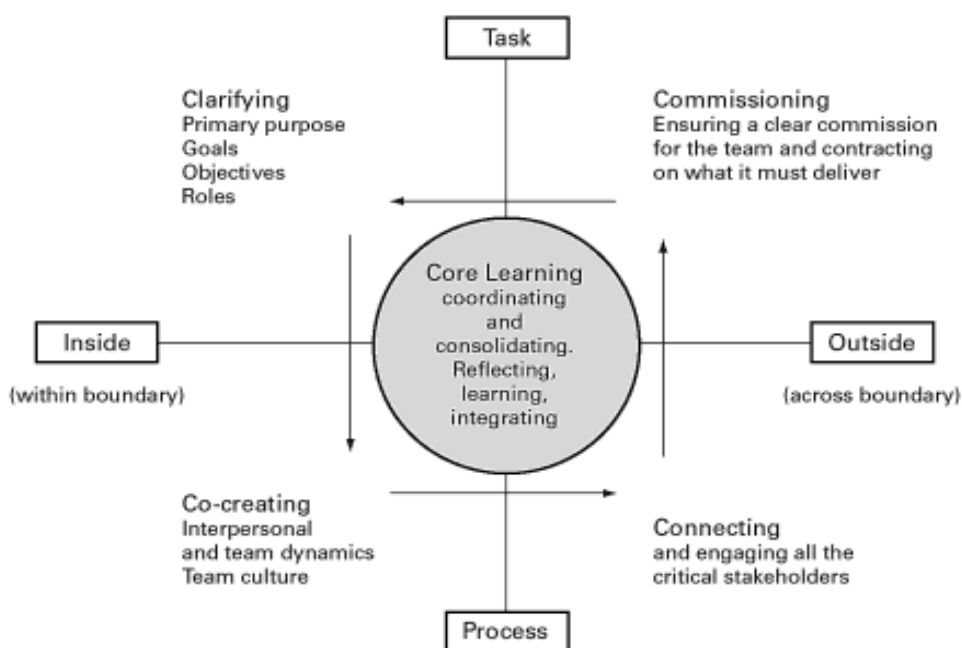
Hawkins believes that the previous four team coaching approaches are limited because of their internal focus. He proposes that a broader and more powerful approach to team coaching balances this internal focus on the team's functioning with a focus on the external stakeholder relationships and performance expectations. This belief aligns with the research by Wageman et al. (2008) who found that the highest performing senior leadership teams are led by leaders who have as much of an external focus as internal. Hawkins states that:

Systemic team coaching is a process by which a team coach works with a whole team, both when they are together and when they are apart, in order to help them improve both their collective performance and how they work together, and also how they develop their collective leadership to more effectively engage with all their key stakeholder groups to jointly transform the wider business. (2011, p.60)

Once team coaching begins, Hawkins (2011, p.85) advises following systemic team coaching practices, derived from his five disciplines of high performing teams. He defines a five C coaching model that is based on the team balancing task and process with an internal versus external focus. Hawkins' model offers a clear and cyclical approach that practitioners can easily follow. The five C's, as illustrated in Figure 3, are (i) commissioning and re-commissioning, (ii) clarifying, (iii) co-creating, (iv) connecting, and (v) core learning (Hawkins, 2011, pp.86-99).

Commissioning involves determining what the team must deliver together; the team's collective goals. Re-commissioning alludes to the cyclical process of re-connecting with key stakeholders as needed to re-clarify the team's vision and purpose to ensure it matches their ever-changing context.

Figure 3: The five disciplines of systemic team coaching



(Hawkins, 2011, p.36)

Permission to reproduce this figure has been granted by Peter Hawkins.

The second discipline is clarifying, which includes discovering and outlining the team's primary purpose, goals, objectives, and roles. Third, co-creating is coaching the team on how they work together, including addressing their collective performance objectives, interpersonal and team dynamics, and team culture. Connecting occurs when inviting critical stakeholders to share what they think the team needs to do differently. This is the step that clearly incorporates a strong external, stakeholder component.

Fifth and finally, core learning involves the team reflecting, identifying learning and integrating what was learned from the current iterative cycle. Core learning sits in the centre of Hawkins' model to emphasize the central role of team learning and development throughout all of the steps or disciplines.

Thus, Hawkins' approach can be characterized as having an "outside-in" and "future-back" focus for the team, ensuring that external stakeholder expectations are addressed and influence the working of the team and that the team determines their desired future and defines the actions required to take them there (Hawkins, 2012, p.8). In our consulting sessions, Prof Hawkins has prompted us to ask our teams, "What is the shared endeavour that the world / stakeholders are asking this team to step up to?" (personal communication, 7 February 2011). Prof Hawkins believes that all team coaching is done in service of answering this question, and supporting the team to achieve related measures of success.

In summary, Hawkins (2011) provides one of the most comprehensive guides for coaching senior teams at a sophisticated, systemic level. His categorization of team interventions and his five discipline model of systemic team coaching are key contributions to the team coaching literature. He has provided a rich resource that is not just a simple, practitioner "how to" manual. Rather, the book provides a clear and well referenced model of team coaching practice, grounded in research and theory, and illustrated with examples of real life team coaching. Our own team coaching approach that we used in our case studies is highly aligned with Hawkins' models and approaches as we have outlined them here.

2.5.2. Academic Studies on the Impact of Team Coaching

In this section, we briefly review and compare six of the very few general academic studies that have looked at the impact of team coaching, and identify their important contributions to the literature. We also discuss a survey that provides some information about the impact of coaching from the subjective perspective of managers who have participated in coaching. We have separated these general academic studies from team coaching case studies for the purposes of this paper. We did case study research and wanted to compare our findings more easily to other similar studies.

All six of the academic studies that we highlighted in Table 5 concluded that team coaching does have a positive impact on a team's performance (outputs), and/or processes (mediators), as specified in the I-P-O model. Improved outputs included writing products (Heimbecker, 2006), team effectiveness (Liu, et al., 2009; Liu, Lin, Huang & Lin, 2010), innovation (Buljac-Samardžić, 2012; Henley Business School & Lane4, 2010), safety (Buljac-Samardžić, 2012), or productivity (Henley Business School & Lane4, 2010). Additionally, processes / mediators that improved were effort, and use of skills and knowledge (Liu, et al., 2009), learning (Buljac-Samardžić, 2012), and engagement and trust (Henley Business School & Lane4, 2010). These studies confirm that team coaching does indeed enhance team effectiveness.

Table 5: Impact of team coaching based on academic studies

Researcher (Date)	Type of study	Subjects (Country)	Team coaching impact
Heimbecker (2006)	Quantitative- Experimental	8 Curriculum writing teams (U.S.)	Products / outputs
Wageman et al. (2008)	Mixed qualitative and quantitative methods	120 Senior leadership teams (Worldwide)	Customer satisfaction Financial results Team & individual development
Liu et al. (2009)	Quantitative - Structural equation modelling of TDS* survey results	137 Research and development teams (Taiwan)	Effort Skills Knowledge Team effectiveness
Liu et al. (2010)	Quantitative - Structural equation modelling of TDS* survey results	47 Research and development teams (Taiwan)	Team effectiveness
Buljac-Samardžić (2012)	Quantitatively based opinion survey includes TDS* questions	152 Long term care teams (Netherlands)	Innovation Safety Learning
Henley Business School and Lane4 (2010)	Quantitatively based opinion survey	243 Managers (UK, Asia primarily; 88% Europeans)	Engagement Trust Productivity Innovative solutions

* TDS Survey is the Team Diagnostic Survey by Wageman et al., 2005

Heimbecker (2006) completed one of the first academic studies on team coaching. He explored the applicability of Hackman's (2002) team effectiveness model within an educational context. His results showed that teams participating in coaching produced qualitatively and statistically better products than the teams who didn't participate, as rated by curriculum specialists reviewing their work. This study was an early indicator of the power of coaching.

As described earlier, the next critical study in team coaching was done by Wageman, Nunes, Buruss, and Hackman (2008) and was described in their book about senior leadership teams. They studied 120 senior leadership teams from across the world and differentiated low from mediocre and high performing teams based on several factors (Wageman, et al., 2008). They found that "the outstanding teams had significantly more coaching, both from leaders and from one another, than did mediocre and struggling teams" (pp.160-161). Thus, although this study involved only internal team leaders and team members as coaches, we note that team coaching was identified as a key contributing factor to team performance.

Hackman and Wageman's (2005) work was reviewed once again when Liu et al. (2009) created a study to empirically test whether team coaching impacts team performance. They surveyed the team leader coaching behaviours of 137 research and development teams in Taiwan. They used structural equation modelling to analyse results from an adapted version of the "Team Diagnostic Survey" (TDS) (Wageman, et al., 2005). Liu et al. (2009) confirmed some aspects of Hackman and Wageman's (2005) team coaching theory. Specifically, their results showed that team coaching had a positive effect on team effort, and use of skills and knowledge, and this in turn led to improved performance strategy, and ultimately, greater team effectiveness. Of note, the coaching was provided by the team leader as only one of the functions they performed in their role, not by a trained coach. Even so, this study confirms that in this context, team coaching is effective.

As a follow-up to the 2009 research, Liu worked with colleagues in 2010 to study how leader-member exchanges (LMX) impacted team coaching and team effectiveness. The general LMX research has identified that when leader-member relationships work well, the team member is more likely to be high performing, so team coaching behaviours were also expected to support

higher team performance (Liu, et al., 2010). This study sampled 47 research and development teams in the technology sector in Taiwan. Teams were surveyed using an adapted version of the coaching questions in the Team Diagnostic Survey (TDS) (Wageman, et al., 2005).

The researchers had several conclusions from this study (Liu et al., 2010). The most relevant finding for our study was their conclusion that leader-member relationship quality did indeed affect whether team coaching behaviours led to greater team effectiveness. In other words, increased trust and openness among the team leader and team member enhanced the effect that the leaders' coaching had on the team. This finding aligns with the previously mentioned studies that identified trust and openness as factors that impact team effectiveness (Edmondson, 1999; Felps, et al., 2006; Kozlowski, et al., 1996). Further, this study by Liu et al. (2010) reinforces that team coaching is not a discrete behaviour in and of itself. The skills and expertise of the coach (Wageman, et al., 2008), and the relationship the coach has with the team and individual team members, also impacts the effectiveness level of the coaching.

Buljac-Samardžić (2012) did an extensive literature review and a cross-sectional survey of long term care teams in the Netherlands to understand how to create healthy, high performing teams that deliver safe, innovative programs and services. Once again, this researcher drew upon the work of Hackman and Wageman and used the TDS (Wageman, et al., 2005) as one of the surveys in her study on the impact of team coaching. Specifically, Buljac-Samardžić explored whether teams with stable membership and coaching, two of the six essential and enabling conditions of team effectiveness identified by Hackman and Wageman (2005), were able to take a problem solving approach to errors, and in turn, foster greater safety and innovation in their work. The team coach in this study was the team manager, not an external coach, and she saw team coaching more as a leadership style that a manager might use, rather than a specific role. Buljac-Samardžić (2012) speculated that:

... team coaching may encourage teams to reflect on their functioning by promoting discussions, questioning processes, and creating awareness of problems within an environment in which members feel safe to talk about problems, leading to performance improvement. On the other hand, the relationship between team coaching and team performance may also be moderated by team reflection, meaning that the level of team coaching may need to be adjusted to the level of team reflection.
(pp.22-23)

Buljac-Samardžić (2012) concluded that team coaching helped unstable teams with low cohesion and low self management build shared commitment, and opened doors for these teams to have constructive discussions, leading team members to feel more empowered. In both stable and unstable teams, team coaching also helped teams to innovate, especially for the unstable teams.

Lastly, the benefits of team coaching are summed up in a recent survey posted by Henley Business School and the organization, Lane4 (Henley University of Reading & Lane4, 2010). They surveyed 243 managers in the UK, Asia, and other locations and asked them what they thought the outcomes or benefits of team coaching were. The most cited team coaching benefit was increased engagement followed by increased trust, productivity, and innovative solutions. It is important to keep in mind that these results were not empirically derived benefits; rather the responding managers based them solely on their subjective assessment. However, this subjective assessment adds support to the small body of academic work that demonstrates a link between team coaching and team effectiveness.

2.5.3. Team Coaching Case Studies

The academic literature on team coaching is sparse, as noted in our previous section. Recently, though, practitioners have contributed some valuable case studies to the team coaching literature. We were particularly interested in looking at these case studies since we have also undertaken a case study approach in our research. We highlight one case study out of the many descriptions of several business cases within Clutterbuck's (2007) book, "Coaching the Team at Work". We also highlight case studies, in order of date, completed by Mulec and Roth 2005; Blattner and Bacigalupo, 2007; Anderson, Anderson, and Mayo, 2008; Kegan and Lahey, 2009; Haug, 2011; and Woodhead, 2011. Other authors reference or provide team coaching vignettes; however, they are less detailed or accessible and as such, are not described in our paper (Ascentia, 2005; Field, 2007; Mitsch, 2002; Moral, 2009; Wild, 2001). These listed case studies and the ones described within our paper encompass the bulk of the case studies written in the team coaching literature. Thus, the inventory of studies in this review provides a comprehensive listing of team coaching case studies published as of May 2012.

We have critically reviewed each study to identify and categorize the type of coaching we believe was provided, according to Hawkins' (2011) team coaching continuum, illustrated earlier in Figure 2. The five categories are: (i) team facilitation, (ii) team performance coaching, (iii) leadership team coaching, (iv) transformational leadership team coaching, and (v) systemic team coaching (Hawkins, 2011, p.62). We note that most of these case studies fall into the categories of team performance coaching or leadership team coaching, except the case study described by Anderson et al. (2008), which provides a detailed example of transformational team coaching.

As referenced earlier, Clutterbuck's (2007) book contains many case examples that are presented as story-like descriptions of what coaches did and the resulting outcomes. They do not appear to be based on rigorous case study methodology. These stories are useful, however, in that they illustrate ways in which coaches have customized team coaching to match the needs of the team being coached. Clutterbuck's intent in offering a range of case examples and approaches was not to provide a definitive how-to manual. Rather, he says that he hoped to inspire and assist team coaches to use their own wisdom in developing team coaching approaches that fit their clients and contexts (Clutterbuck, 2007, pp.6-7). In the team coaching approaches that Clutterbuck (2007) shares, he indicates that he favours a model that pairs individual team member coaching and goal setting with whole team reflective dialogue sessions. This approach creates goal alignment between the individuals and the team. One of the most detailed case studies that Clutterbuck describes in the book was provided to him by Sonja Daugaard, an experienced consultant and executive coach in Denmark (Clutterbuck, 2007, pp. 84-87). This study illustrates how a team coach might respond to emerging team needs. The team coach in this case description worked with a nine member top management team to help them create more of a learning environment at work. The coach worked with each manager over a year, providing six individual coaching sessions each. The coach also joined the whole team every two months or so and followed up on these themes, such as clarifying roles and responsibilities, sharing feedback, and reorganizing meeting structures and agenda. Over time, the team started to bring up themes that they noticed in their individual coaching or at meetings, without the coach present. They learned that their individual issues were not personal, but rather common to many members of the team. The key ongoing challenge described for this team was to keep these meetings and dialogues going within the team, especially without the assistance of the coach to initiate or facilitate these

conversations. Thus, this case study illustrates a team coaching approach that builds both individual and team capacity for performance.

The range of team coaching interventions discussed in the other Clutterbuck (2007) case descriptions included the use of different instruments and feedback processes, team observation and just-in-time, or learning moment, facilitation. Some cases also described examples of coaching team members to deliver components of team offsite days, or creating action plans from coaching offsite days that the team was responsible for carrying out. There were examples of adding in individual coaching after team coaching had started when it was apparent that team couldn't move forward without it. There were also descriptions of times that team coaching was augmented by training sessions to develop the team members' coaching skills. Clutterbuck hoped that these case descriptions would highlight the need for coaches to be pragmatic and responsive to their teams. He indicates that coaches need to shift hats from pure coaching to educating, consulting, or even training, when needed, in order to best serve the team. It appears that Clutterbuck's (2007) book was the first major contribution to the practice of team coaching that incorporated research, academic models, and field descriptions of team coaching in a way that provided real guidance to team coaching practitioners.

Unlike Clutterbuck's more eclectic case stories, one of the very first academic studies undertaken in the team coaching field was a collaborative case study by Mulec and Roth (2005). They provided a rich account of the benefits of team coaching from the participants' perspective, as we also aim to do in this study.

In their case study, Mulec and Roth (2005) worked with two teams, one global development team and one clinical development team. These two teams were in the same organization and had been working well together for years. Their coaching goals were to improve the performance of both teams and prepare them for the challenges and demands ahead in the drug product development cycle. They also hoped to build internal coaching capacity. To achieve this, Mulec and Roth (2005) had a pair of coaches working together: one internal coach to ensure immediate impact, and one external coach to model professional coaching skills. They applied a systems approach by coaching two hierarchical levels within the same team and using a process facilitation framework at regular team meetings to optimize action, reflection,

and learning opportunities. For example, they called time-outs during the meetings to invite the team to reflect upon the behaviours and decisions the team was making. Coaches joined regular meetings rather than setting aside additional meetings focused only on the coaching. They participated in ten, three hour meetings with the clinical team, and five days with the global development team. They also met individually with the project leaders in-between meetings. This consisted of ten individual sessions with the clinical leader and three with the global development leader over eight months.

The researchers used several inquiry methods to gather data, for example:

[pre and post] questionnaires, participative observations, co-interviews with coaches, [pre and post] interviews with project team members, and continuous reflections together with coaches and research colleagues, as well as workshops with the project team members. (Mulec & Roth, 2005, p.486)

Ultimately, the coaches were able to help these teams to shift the “what” and the “how” of their work while minimizing process losses and maximizing process gains. They described their coaching results as follows:

[The] interventions enhanced the team’s understanding of interaction patterns and its impact on project teamwork. The questionnaire result showed that the interaction pattern hindering learning, creativity, change, and innovation decreased during the coaching period, while the interaction pattern supporting learning, creativity, change, and innovation increased, which gave way to an increased capacity for change and capability to learn. Furthermore, the respondents pointed to increased efficiency in the teams in terms of better structured and focused project team meetings, a more frequent sharing of knowledge and experience between team members, as well as an increased shared understanding of information, more open discussions, and better decision-making processes during team meetings. (pp.488-489)

This case study best fits in the category of leadership team coaching, as described by Hawkins (2011), because both teams were primarily focused internally on the team and discussed outcomes that were more internal, versus externally focused. We also note the focus on the combination of individual and team coaching in this case study approach.

In another combined individual and team coaching approach, Blattner and Bacigalupo (2007) provide a rich and detailed team coaching case study that they termed executive leadership, team, and organizational development. In their look at team coaching, these consultants (one being a coach and the other an organizational development practitioner) saw the need to blend what individual executive coaches were doing with individual clients along with what organizational development specialists were offering at more systemic levels.

These researchers worked with the CEO of an established international company to reduce silos, and increase creative and innovative thinking in his leadership team. They conducted individual emotional intelligence assessments and provided these reports as well as a composite emotional intelligence profile to the group at an offsite session. The team's offsite take aways are summarized below:

This led them to realize the need to work more collaboratively to produce the desired business objectives and strategies. Therefore, task completion could be more productive, less negative, and more collaborative. This transition from the beginning to the end of the retreat, both intellectually and emotionally, created a shift in their thinking and helped create new behaviors within the team. At the end of the retreat, it was agreed upon to have a follow-up retreat in 90 days to assess their progress. (Blattner & Bacigalupo, 2007, p.216)

When the coach and organizational development practitioner followed up with the team 90 days after the offsite, they stated that it was evident to them that the team was more open, trusting, cooperative, positive, and focused. After the second offsite, they worked only with the individual leaders and expanded to include middle management until it was evident they could disengage. At this point, the CEO felt that they had achieved the key coaching outcomes he desired, and he was effectively leading a more cooperative, collaborative, and productive group, focused on important strategy and business goals (Blattner & Bacigalupo, 2007).

Coaches will appreciate this study because the researcher-practitioners were transparent in their thinking about their team coaching interventions and their learning. The reader can also see what coaching elements were pre-planned versus which ones were added in because they flowed naturally out of the coaching, and matched the team's readiness and needs.

Blattner & Bacigalupo's (2007) case study is an example of leadership team coaching with some systemic elements. We categorize it this way because these coaches worked on horizontal and vertical relationships. First, they coached two teams to improve the cross-functional relationships between them. Also, they expanded the coaching to the next level of management. Although Blattner & Bacigalupo (2007) focused mostly on the relationships within this organization, they did expand the range of the team coaching beyond the immediate team more than many other practitioners have reported.

Anderson et al. (2008) completed another organizational team coaching case study centred on supporting a cultural change initiative for a large North American marketing division of Caterpillar, an equipment and engine manufacturer. The team coach was an independent coach who partnered with the key leader of the team to implement a multi-pronged team coaching initiative with the ten member leadership team, including the leader. The goals for the coaching were to achieve broad cultural change, such that they transformed into a "customer first" organization (Anderson et al., 2008, p.40).

In essence, their approach included a mix of individual and team coaching sessions, and coaching skills training over a period of almost two years, including the initial coaching of the team leader, who instigated the process. The team developed a common goal / focus, and then developed norms for working together effectively. The team also identified key internal and external stakeholders to support the cultural change and created a plan for interacting with these stakeholders.

At the end of the coaching, an evaluation showed that all leaders believed they achieved some to significant results in the areas of increased teamwork, coaching and developing others, communicating with employees, and decision making. There were less striking results for giving and receiving feedback, and the achievement of their original team goal, the cultural change initiative. However, most of the leaders did feel that the team coaching improved their effectiveness as a leadership team, which they felt had a spill over effect onto the leadership of their own teams. They also noted an increase in employee engagement scores to over 90% for the division, which was a new high in the entire organization (Anderson, et al., 2008).

We note that Anderson et al. (2008) took a comprehensive approach, combining individual and team coaching like many of the other case studies we reviewed. They focused on

supporting the team to develop what Hackman and Wageman (2005) have termed the essential and enabling conditions. These conditions included defining a compelling purpose, and clear structures and agreements for achieving that purpose. Because of this team's focus on making major organizational change, this case study most closely aligns with the transformational leadership coaching approach described in Hawkins' (2011) framework. We suggest this classification versus the category of systemic team coaching because although the leadership team was focused on making broad cultural changes and included engaging external stakeholders, the coaching focused mostly internally on the relationships and effectiveness of the team members among, and within, the team itself.

In a team coaching case study that was more developmentally focused, Kegan and Lahey (2009) applied their immunity to change model to their work with a team, both in individual sessions and together in team sessions. This model of coaching focuses on helping someone discover what they are passionate about, what they value, what their goals are, and what beliefs limit their success. Over six months, coaches met with the team for a two day session followed by two one day sessions and ended coaching with follow up interviews.

The first two day session included setting group norms, agreeing upon a team wide improvement goal (i.e., improving communication), and identification of individual goals that linked to the team goal. In the second team coaching workshop, the team reviewed their results on a personality instrument, the Myers-Briggs-Type Indicator (Myers, McCaulley Quenk, & Hammer, 1998), and received some instruction on Senge's Ladder of inference (Senge, Kleiner, Roberts, Ross & Smith, 1994, quoted in Kegan & Lahey, 2009, p.187). In the third workshop, the team reviewed and celebrated individual and team accomplishments, and set up ongoing peer coaching to continue supporting one another to achieve individual goals. Each person then had one final individual coaching session with the coach to cement his or her learning. At the end of the team coaching, individuals reported that they were more willing to do their part and had greater teamwork, cared more about the other members personally and professionally, and noticed more congruency between what people said and did, with an increase in trust and communication (Kegan & Lahey, 2009).

Overall, Kegan and Lahey's (2009) team coaching approach is an interesting mix of in depth individual work and teamwork. They also used a style assessment, the Myers-Briggs Type

Indicator (Myers, et al., 1998), in their team coaching intervention, which aligns with the body of research we have outlined previously that has linked personality style to team effectiveness (Barrick, et al., 2001; Bell, 2007; McKenna, et al., 2002; Reilly, et al., 2002). What we also noted about Kegan and Lahey's team coaching approach is that they asked team members to solicit peer feedback from individuals both within and outside of the team. Supporting one's peers to add maximum value to their team aligns with Hackman and O'Connor's (2005) research that peer coaching is a powerful element for enhancing team effectiveness. As we look at the focus of Kegan and Lahey's coaching, this would fall into Hawkin's (2011) team coaching category since it was focused internally on tasks and processes.

In another case study that used a combination of individual and team coaching, Haug (2011) described a six month coaching process with a five member, cross-functional team that was preparing for a new product launch. Haug (2011) used a collaborative action research method, including semi-structured interviews, email, and participant feedback. In conclusion, Haug reported that the team found great value in the combination of individual and team coaching sessions, and simply taking time to reflect. Additionally, the team members realized they had more of a contribution to make to the team as individuals than they had been aware of previously.

One thing that stood out to us in Haug's (2011) team coaching approach that was different from the other case studies we have described was Haug's explicit use of email communication as a tool in the team coaching. Overall, his case study is an example of the team coaching category in Hawkins' (2011) categorization of the continuum of team coaching interventions.

Finally, Woodhead (2011) did a case study with the National Health Service in the United Kingdom that is the closest approximation to the type of case study that we have done for our research. Woodhead was an independent team coach and researcher who studied the experience of team coaching and its impact on a small, multidisciplinary team of three leaders. She had a similar research aim to ours, which was to explore team members' experience of team coaching. To document her case study, Woodhead used her own reflections and

observations, along with 90 minute interviews with each participant on their experience of team coaching, and a review of some work documents.

Woodhead (2011) stated that she used an eclectic approach of team coaching and facilitation with the team. She described having a focus on building trust, safety, and interpersonal relationships in the first few team coaching sessions. She coached the team six times for 2.5 hours per session, once monthly. Her coaching approach was focused primarily on creating understanding and safe dialogue amidst members of an interdisciplinary team, in order to develop and achieve some common work goals. Although the team did work on goals, a lot of Woodhead's approach sounded like it was focused on interpersonal relationship building.

Woodhead (2011) distilled ten key themes from the participants about how the coaching process supported the team to work together. Because her study is so similar to ours, we list all ten of the themes Woodhead identified in her interviews with the team members:

1. The opportunity, time and forum for discussions
2. Focus and clarity of shared goals
3. The independent coach
4. A safe space for opening up
5. Seeing beyond the professional image
6. Understanding and appreciating each other's disciplines
7. Cascading information to own teams
8. Collaborative decision making
9. Improved communications and relationships
10. Commitment and sustainability. (Woodhead, 2011, p.106)

What we noted in Woodhead's (2011) list is that most themes are interpersonally focused (e.g., safe space, seeing beyond the professional image, understanding and appreciating each other's disciplines, and improved communications and relationships). Only one of the ten themes was directly related to work goals. Decision making and cascading information were focused specifically on the how the team works together.

It intrigued us that team members found value in Woodhead being an independent coach (Woodhead, 2011). The team believed that having someone outside of the team facilitate the

discussion stimulated greater openness and disclosure, especially on uncomfortable issues. This is noteworthy because Woodhead's study is one of only a few case studies that studied team coaching done by an external team coach (also Anderson, et al., 2008; Blattner & Bacigalupo, 2007; Haug, 2011; Kegan & Lahey, 2009; Mulec & Roth, 2005; Woodhead, 2011) rather than the team leader as coach. This observation lends support to the recommendation that external team coaches are more objective and neutral than internal team leaders (Wageman, et al., 2008, p.172). Woodhead's study is another example of leadership team coaching in Hawkins' (2011) team coaching continuum. Once again, external stakeholders had little focus in this coaching intervention.

We note that we had already submitted our research proposal before Woodhead (2011) published her case study findings. It is notable that other team coaches are exploring similar questions as we aim to expand the knowledge and research base in the team coaching field.

Summary of Team Coaching Case Studies

We have reviewed seven team coaching case studies. All studies documented a team coaching process and reported outcomes from the perspective of the team members. Notably, only one study (Anderson, et al., 2008) reported an objective business result that was connected to the team coaching; this was an increase in the employee engagement results for the participating leadership team's division. The other studies identified many benefits of the team coaching, as assessed by the team coaching participants. The outcomes that were described most often are highlighted and italicized in Table 6 and include: learning, decision making, information sharing, communication, trust, regard for each other, and individual contributions.

When we compare the results identified in these practitioner based case studies with the results in the academic team coaching studies, we note some interesting differences. The case study participants most often focused on the interpersonal relationships and communication benefits they experienced. The academic studies more frequently reported team performance outcomes, not just interpersonal outcomes, except for two studies. Buljac-Samardžić (2012) reported changes in innovation, learning and safety, and Liu et al (2010) discussed the importance of the team leader and team member relationships for team effectiveness.

Table 6: Comparison of team coaching case studies

Researcher/ Practitioner (Date)	Subjects	Detailed approach	Primary team coaching approach *	Team member coaching	Team coaching outcomes according to participants
Mulec and Roth (2005)	Two product development teams	Yes	Leadership team coaching	Yes	Change capacity Communication Innovation Creativity Decision-making Learning Meeting efficiency Information sharing
Clutterbuck - (Sonja Daugaard) (2007)	Top management team of 9 members	Yes	Leadership team coaching	Yes	Dialogue Learning
Blattner and Bacigalupo (2007)	Management team	Yes	Leadership team coaching with some systemic focus	Yes	Cooperative/collaborative Focus Openness Positive team climate Productivity Trust
Anderson et al. (2008)	Senior leadership team of ten members	Yes	Transformational team coaching	Yes	Coaching others Communication Decision making Employee engagement Team effectiveness Teamwork
Kegan & Lahey (2009)	Senior marketing team	Yes	Team coaching	Yes	Trust Communication Team building
Haug (2011)	Cross-functional team of five	Yes	Team coaching	Yes	Goal achievement Individual contributions
Woodhead (2011)	Multi-disciplinary leadership team of three	Yes	Leadership Team coaching	Yes	Clarity of shared goals Commitment Sustainability Communication Decision making Improved relationships Information sharing Regard for each other

* Primary team coaching approach based on Hawkins' (2011, p.62) continuum of team interventions, in order from (i) facilitation, (ii) team coaching, (iii) leadership team coaching, (iv) transformational leadership team coaching, and (v) systemic team coaching

It is possible that the variance in the reported outcomes among studies is due to different methodologies. The general academic study researchers primarily used structured opinion surveys or assessment tools to assess outcomes, versus case study researchers, who relied upon qualitative interviews, observations, and feedback sessions. This difference may also align with Hackman's (1983) observation that the team members may notice relationship processes more readily than the impact of team structures, thus influencing what participants discuss as key coaching outcomes. It is also possible that case study research may illustrate the genuine value of relationship processes in creating change, and this is less reflected in other kinds of academic research thus far.

A common element in the team coaching case studies we reviewed was individual coaching of the team leader and team members. In contrast to what appears to occur in the actual practice of team coaching, the four team coaching models we described earlier (Clutterbuck, 2007; Hackman & Wageman, 2005; Hawkins, 2011; Kozlowski, et al., 1996; Wageman, et al., 2008), place less emphasis on coaching all or most of the individual team members, except for Clutterbuck's model (2007). Wageman et al. (2008) and Hawkins (2011) do recommend in their models that it may be beneficial to coach the leader, though, as part of the team coaching intervention, especially to support the development of the team leader's coaching skills. Fillery-Travis and Lane (2006) also specify when individual coaching is indicated, stating that "... some team coaches positively rule out coaching of individual members except for specific tasks" (p.29).

Additionally, four of these coaching approaches detailed at least one or more full day events with their teams near the beginning of the team coaching process (Anderson, et al., 2008; Blattner & Bacigalupo, 2007; Clutterbuck, 2007; Kegan & Lahey, 2009). These studies described team design activities that align with the kinds of team launch actions alluded to by Hackman (2011). As Hackman (2011) and Wageman (2001) have pointed out, there is great value in taking the time to focus on team design as it has a great impact on team effectiveness. When these teams were not at the beginning of the team development cycle, it appeared that the team coach treated the beginning of the coaching process as a new beginning, or mid-point review for the team. The coach supported creating and/or renewing foundational team elements like purpose, goals, roles, working agreements, etc. This event focused launch or re-launch of the team, when focused particularly on team design elements, creates the momentum

for a team to refresh and reset. This approach aligns with the idea that coaching interventions are best matched for the times when the coaching can make the most difference: the beginning, middle or end of a team's work (Gersick, 1988; Wageman, et al., 2009).

2.5.4. Approaches to Team Coaching

We compared four team coaching approaches that are specifically aimed at team coaches versus team leaders as coaches (see Table 7: Comparison of team coaching approaches.) We noted that most of the approaches are based on a group dynamics framework. Two of the approaches have a strong focus on interpersonal dynamics (Zeus & Skiffington, 2002; Kets de Vries, 2011). Meier (2005) focuses his approach on team strengths, possibilities and crafting the ideal future. Guttman (2008) has a more business oriented model that focuses on creating alignment and accountability to team and organizational goals.

Zeus and Skiffington (2000) offer a practitioner's guide to team coaching in "The Complete Guide to Coaching at Work". Their intent was to provide an accessible, non-academic resource for practitioners: a how-to manual with a clear and prescriptive approach. There is a specific team coaching chapter and also a chapter on the manager as coach that alludes to the manager doing team coaching but mostly focuses on how the manager would coach individual team members.

Zeus and Skiffington (2000) offer suggestions for the coach's role when coaching a team or group using each of Tuckman's (1965) group process stages. They also suggest approaches for dealing with typical issues that groups face such as performance issues, hidden agendas, interpersonal issues, and archaic systems and procedures. Zeus and Skiffington provide advice and clear guidance to team coaches. They not only outline a linear team coaching process, but also give advice from a seasoned perspective on the typical pitfalls in working with groups and teams.

Table 7: Comparison of team coaching approaches

Researcher/ Practitioner (Date)	Theoretical framework or underpinnings	Primary team coaching approach *	Interpersonal dynamics perspective	Detailed approach	Team member coaching
Zeus and Skiffington (2000)	Group process and dynamics (Tuckman)	Team and Leadership coaching	Yes - e.g. Team members are taught and encouraged to give feedback to one another	Yes	No
Meier (2005)	Solution focused and brief therapy (deShazer et al., 1986)	Team coaching	No – Team strength, possibilities and future focus	Detailed techniques; general coaching framework	No
Guttman (2008)	Group process/ dynamics and Functional/ behavioural approach	Transformational coaching	Yes – In service of team goals	Consultancy model is very detailed; team coaching section is not	No
Kets de Vries (2011)	Psychodynamic, group process and systems theory	Team and Leadership coaching	Yes – Primary focus on dynamics	No - Mostly stories	No

* Primary team coaching approach based on Hawkins' (2011, p.62) continuum of team interventions, in order from (i) facilitation, (ii) team coaching, (iii) leadership team coaching, (iv) transformational leadership team coaching, and (v) systemic team coaching

The Zeus and Skiffington approach appears to fit within the team coaching and leadership team coaching categories of Hawkins' (2011) team coaching continuum because it primarily has an internal focus on the interactions and goals within the team. Zeus and Skiffington do not specifically outline getting feedback from external stakeholders, nor do they focus on business transformation or the organizational system, thus it is not a systemic team coaching approach. However, depending upon how a team defines their goals in step four, and what

feedback is solicited about the team and from whom, there could be the potential to modify this general process to achieve a higher level of team coaching.

Meier (2005) wrote about solution focused team coaching, which adapts solution focused therapy principles and techniques to coaching (DeShazer, Berg, Lipchik, Nunnally, Molnar, Gingerich, & Weiner-Davis, 1986). While there are many individual solution-focused coaching practitioners and resources, Meier has applied this solutions approach to his work with teams. He consistently underscores that his solution focused approach is a pragmatic, not theoretical, method that supports a team to define its preferred future and helps the team to move towards that vision. We note that this appears to be primarily an internally focused team coaching approach with little attention to supporting the team to gather information from and interact outside of the team's borders with stakeholders external to the team. It would probably fit best with Hawkins' team coaching category on the team coaching continuum unless the team described a wider business transformation vision, incorporated a review of key stakeholder expectations, or had a systemic focus.

Similar to Zeus and Skiffington, Guttman (2008) takes a stage approach when describing some of the most valuable interventions a team coach can make at different stages of team development. The stages are similar to Tuckman's (1965) forming, storming, norming, and performing developmental stages but he gives the stages different names: testing, infighting, getting organized, and high performance. He indicates that outside intervention, which could be team coaching, is required to move a team from stage two, infighting, to stage three, getting organized (Guttman, 2008).

In his approach, Guttman (2008) starts with a team effectiveness assessment that he summarizes and shares back with the team leader individually, and then with the whole team in a two day alignment session. In this session, the team identifies goals and priorities that align with their organizational goals. They discuss roles and responsibilities and team norms for making decisions, resolving conflict, and working together. Guttman helps the team create an action plan to forward the goals from the alignment session. This action plan may include follow-up, addressing organizational barriers, skill development workshops, individual coaching as needed, team coaching, and a plan for communicating the session outcomes with

other stakeholders. He encourages the team to take responsibility for assessing their progress and how they are working together in their regular team meetings. He indicates that he does re-assessments every six months and holds follow-up sessions as needed for the team, or if they are slipping backwards. Guttman encourages the team coach to note “red flags” occurring in the team, such as: ineffective team leadership, a focus on old or unresolved issues, sidestepping challenging issues, abandoning protocols, more of a ‘me than we’ attitude, and/or a failure to hold one another accountable (2008, p.82).

As we reflect upon the identified factors that impact team effectiveness, the red flags Guttman highlights do seem to address significant issues that indeed affect performance. A team coach must address inappropriate behaviour, model effective feedback, and listen with a third ear to surface what appears to be indirect and/or masked communication. In other words, the coach needs to create enough safety to bring to light what isn’t being said or addressed. It may be that the team has settled into patterns that work around issues rather than through them. The team coach’s role is to present facts without judgment, and to highlight the discrepancy between team behaviour and goals. The coach presents these discrepancies, and leaves it up to the team to work through and be accountable for their business plan, goals, and relationships. The team coach, then, is not accountable for what the team accomplishes, but rather, is accountable for developing the client’s ability to be authentic.

Guttman’s (2008) approach fits with other team coaches such as Clutterbuck (2007) who emphasizes team learning dialogues, and Meier (2005) who suggests that the coach helps the client to be authentic through the coaches’ own role modelling and feedback. Guttman’s approach exemplifies Hackman and Wageman’s (2005) recommendation that a focus on interpersonal dynamics needs to be in service of the taskwork and business goals of the team, not just relationship building for relationship sake. Because of Guttman’s strong focus on the business goals, we believe that his approach could be categorized up to the transformation coaching level on Hackman’s (2011) team coaching continuum, depending upon the nature of the team’s goals. Guttman seems to focus primarily inside the team and doesn’t address external or stakeholder feedback / input so his approach probably doesn’t fit within a systemic coaching category.

Lastly, a prominent leadership researcher, prolific writer, and coach in Europe, Kets de Vries (2011) explores working with groups and teams from quite a different, psychodynamic-systemic standpoint. He argues that a rational–structural approach is not good enough for group and team coaching because most decisions are not rational. He thus contrasts with Hackman and Wageman’s (2005) team coaching model, which closely aligns with a rational-structural approach.

Kets de Vries (2011) encourages coaches to pay attention to the conscious and unconscious dynamics at play on a team. He believes that people enact inner scripts, or stories, through which they filter their experiences. Ket de Vries coaches individuals on a team to understand what is at play for them and how to shift from an individual mind set of ‘what’s best for me’ to ‘what’s best for the team’.

Ket de Vries’ (2011) approach has a strong resemblance to group process work and group therapy, which we would use cautiously. While creating a team shift from ‘me to we’ seems to be a common team coaching focus, taking an approach which has too much resemblance to therapy may be resisted in a workplace setting, based on our experience. Additionally, since this is a highly intrapersonal and interpersonal approach focused on the team dynamics, it would fit into Hawkins’ (2011) team or leadership team coaching categories.

Summary of Approaches to Team Coaching

In contrast to the team coaching case studies, none of these approaches included individual team member coaching. These team coaching interventions would align most closely with the team and leadership team coaching categories on the team coaching continuum (Hawkins, 2011). The exception was the study described by Guttman (2008), who took a transformational coaching approach in his work with senior executive teams. In reviewing these approaches, we see the continuation of the theme that practitioners still focus on group process or interpersonal dynamics in team coaching. Further, team coaching draws heavily upon the group process literature and underpins many of the approaches taken in team coaching.

2.5.5. Other Team Coaching Authors

Several books have been written to provide leaders with clear step-by-step instructions and techniques for coaching their teams (Mitsch & Mitsch, 2010; Niemela & Lewis, 2001). The focus of these how-to books is primarily on guiding the leader or manager as coach to effectively coach their teams, although team coaches may also find these detailed methods helpful. Two other coaching books that are pragmatic, how-to manuals for the practicing team coach or leader as coach are “The Art of Team Coaching” by Jim Hinkson (2001), and “Coaching Agile Teams” by Lyssa Adkins (2010). Both of these books provide helpful tools and techniques based on the writers’ practical experiences in coaching sports teams (Hinkson, 2001), or agile software development and project management teams (Adkins, 2010). Further team coaching descriptions are explored by a group of South African coaches who provide tools and ideas for coaching teams based on their practical experiences and cultural context (Dolny, 2009). These coaches take quite a different approach than we have previously described, as they include considerably more storytelling, social action, and community building elements to the team coaching.

2.5.6. Selected Practice Guidelines for Team Coaches

We reflect upon what we have learned from the various team coaching studies and readings, and identify some wise advice and learning for team coaches.

Hackman (2012) offers three pieces of research based advice to team coaches. First, he suggests that team coaches should assist leaders to reprioritize their focus towards more front-end team design and launching their team, rather than trying to refocus a team once it is underway. A useful analogy that captures this advice is that helping a team that is underway is like trying to change the trajectory of a rocket once it is already launched; at best you can only make small adjustments once one is in flight. His second piece of advice comes from his team coaching model (Wageman & Hackman, 2005) and the work of Fisher (2007). Hackman advises coaches to time interventions to coincide with the beginning (motivational coaching), middle (consultative coaching), and end (educational coaching) of a team cycle. Finally, he cautions leaders to ensure that they don’t overdesign their group or provide excessively

detailed guidance during the initial team launch. Rather, he suggests that a few essential principles are enough to guide a group; give the team latitude to figure out the way forward. In essence, design the group well, but keep it simple.

Additionally, we learn from Hackman and O'Connor's (2005) work that peer coaching has one of the strongest correlations to team effectiveness compared to any other team intervention they studied. Thus, team coaches would be wise to suggest that teams invite team members to take an informal coaching role within their team to initiate, motivate, and encourage their colleagues to bring forward their full contribution.

Team coaching, while focused on the team, can include some specific, individual coaching of the team's leader. Many of the team coaching models we described also included individual coaching of the team members, as a component of the team coaching (Anderson, et al., 2008; Blattner & Bacigalupo, 2007; Clutterbuck, 2007; Haug, 2011; Mulec & Roth, 2005; Woodhead, 2011).

2.5.7. Team Assessment

Team assessment is an important component of team coaching (Clutterbuck, 2007; Wageman, et al., 2005) that we have both incorporated regularly into our own coaching approaches. As in any coaching or intervention aimed at improvement, it is best to understand where the client is at and where they want to go before you determine the path or approach to bridge the gap and get to the desired outcome. In fact, a quick Internet search reveals the sheer number of team assessments available on the market today, and demonstrates how common it is to assess team functioning and performance.

As we looked for a formal assessment to use within our team coaching process, we noted that some of the assessments had a normative database for comparing a team's results. However, the majority of these assessments didn't explicitly state a strong, clear, research based model that informed the questions and capabilities that they were probing, thus lacking strong construct validity. Most of the websites had statements that the team competencies or factors that they probed were based on practical experience with teams. This appears to be the same

state that was described by Wageman et al. in 2005 when they created their team assessment, the Team Diagnostic Survey (TDS).

There are, for example, literally dozens of consultant-developed instruments available for the diagnostic assessment of team dynamics (typical online examples include Cornelius Associates (2004); Lefton & Buzotta (2005); Linkage Assessment Services (2004); Reliable Surveys Online (2005); as well as Parker's (1998) print compilation of 25 such tools). Typically, these instruments ask members to assess their teams on those dimensions that their developers assume to be most consequential for performance and most amenable to improvement through consultative intervention. Instruments of this type generally have high face validity and generate feedback and normative comparisons that teams and their leaders find interesting and informative. However, their content tends to be based more on the observations and inferences of practitioners than on established research and theory, and the factors they assess are not necessarily those that actually are most consequential for performance. Moreover, empirical findings obtained using such instruments are rarely reported in the research literature; as a consequence, they add little to basic knowledge about organizational work teams. (p.374)

In the early days of our reading and review of the team coaching literature, we were leaning towards using the TDS in our team coaching intervention because it appeared to be a well researched pre and post measure. We acknowledge that it is ultimately a quantitatively based opinion survey rather than an objective measure of team performance or effectiveness. However, all of the surveys we reviewed were in this category, so this did not differentiate the choice of our instrument. Further, this kind of quantitative opinion survey fit well with our study, which was based on the participants' experience of team coaching versus the objective effectiveness of team coaching. We re-emphasize that we did not do a quantitative study of the link between team coaching and team effectiveness.

To further our investigation, both before and after using the assessment, we did a search of the current large and leading organizations that offer team coaching, consulting and/or assessment. We reviewed the assessment options provided by many of these larger organizations, including the Center for Creative Leadership, HayGroup, Hogan, Insights, Team Coaching International and Team Diagnostic International. We noted that while most of these organizations offered team assessments, only some of these assessments were normed

and even fewer identified any clear team effectiveness literature upon which their assessments were based.

Ultimately, we chose to use the Team Diagnostic Survey (TDS), designed by Wageman et al. (2005), as the pre- and post- measure for the two teams we studied. The TDS (see Appendix B) is based on their theory of team effectiveness and has a strong set of normative data, based on surveys completed by 2474 individuals on 321 teams. It is based on testable, functional, and behavioural factors and thus may not include factors that can't be manipulated and studied easily, even though they may be important. So we acknowledge that there is some subjectivity in this team effectiveness model that inevitably influences the questions probed in the TDS. However, we recognize that all research has a subjective element in that the researcher sorts and selects which research, model, and hypotheses are important to study and pursue.

What impressed us about the TDS and the theory on which it is based is the view that team effectiveness is functional and behavioural, and this focus does have great validity in the literature, as we have previously explored. This behavioural focus also lends itself to team coaching applications because it is more observable and measurable. Further, the survey has had a large number of participants and has undergone a great deal of statistical analysis to ensure the validity and reliability of the tool. The quote below is an example of the scientific rigour that the TDS has undergone to ensure that the assessment accurately measures the factors that predict team effectiveness (construct validity). This was the type of validation testing missing from the other assessments we reviewed.

In a recent study that used the penultimate version of the TDS to assess the intelligence analysis teams mentioned earlier, Hackman and O'Connor (2005) found that TDS-generated measures of the enabling conditions significantly predicted team effectiveness: In a linear regression, the five conditions controlled 74% of the variation of a criterion measure constructed by averaging three different effectiveness indicators. (p.394)

In summary, we felt assured that the TDS would be the best tool to use for our research for several reasons. First, the TDS is based upon a broad model of team effectiveness that probes a number of factors that have been found to be important and consequential to team performance. Second, the researchers showed due diligence to determine and improve

construct validity, reliability and predictability of the tool. Third, researchers established a strong normative database for the TDS. Finally, the team effectiveness model that Wageman et al. (2008) proposed was the key model we had adopted to inform our team coaching, so aligning the tool with the theoretical base and approach we were taking made logistical and practical sense.

2.5.8. Summary of the Team Coaching Literature

We have reviewed the team coaching literature with a focus on team coaching models, general academic studies, practitioner approaches, and case studies. Overall, our review of the team coaching body of knowledge reveals that much of the literature is practitioner based.

Additionally, when we compare the team performance focus of general academic studies to the interpersonal focus of practitioner approaches and case studies, it appears that practice may not have caught up to theory and/or theory is not adequately reflecting practice. Alternatively, we realize that results are shaped by the research methodology used and the lens of the researcher.

Hackman and Wageman offered the most robust and grounded team coaching model in 2005, and they continue to evolve this model today (Hackman, 2012; Wageman, et al., 2008). The more well referenced and research focused team coaching authors, Clutterbuck (2007) and Hawkins (2011), also refer back to the work of Hackman and Wageman in their discussions, descriptions, and models. Since we have continually found Hackman and Wageman's body of work to be the central thread to most team coaching research and references, it is also the grounding for the work and study that we undertook as practitioner researchers.

Our hope is that this review of the literature on team effectiveness and team coaching will be of benefit to coaches looking to embed research based principles into their team coaching practices. Academic researchers may also benefit from our blending of academic insights and field based practice studies and literature. From our reading so far, we see that there is much more work to be done in the team coaching field, and we outline some gaps and opportunities in our next section, Edges of the Field.

2.6. Edges of the Field

As we reflect on what the team effectiveness and team coaching literature contributes to date, we also consider what is missing or unexplored in the literature; that is, the edges of the field. First, most of the team effectiveness studies have focused on project and/or analytic teams, not management and leadership teams. We know so little about the effective functioning of senior leadership teams in contrast to the great impact they have on internal employees, external stakeholders, the environment, and the global social and economic community at large. As Hawkins (2012) states,

We all know that the world faces ever more complex challenges and that those who lead our public and civil society organizations and commercial companies are facing larger, more complex, and interconnected challenges than ever before. To grasp these challenges, we need to grow our individual and collective capacities, both intellectually and emotionally, to lead organizations and people in aligned responses. (Hawkins, 2012, p.1)

Our second observation is that far more research is needed on real teams in real work settings, rather than simulated teams working for short periods together in laboratory environments. This was the same observation made by Edmondson (1999) thirteen years ago.

Third, we noted that a considerable amount of research has been done on individual factors that influence team effectiveness versus a more holistic, comprehensive view that captures the growing complexity of challenges that teams face, and the factors that influence their effectiveness, in the real world. We appreciate the high value of being able to isolate the impact of individual factors on teams through controlled studies and there is much to be learned and applied from these studies. The reality is that controlled, experimental studies can inform practice, but not determine it. Confluence amongst factors is high (Hackman, 2012), and teams evolve over time so factors weave together and may be more or less important depending on a myriad of variables. Some of the new, more sophisticated research methodologies like non-linear dynamic modelling may support this more complex understanding (Losada & Fredrickson, 2005). DeCostanza, DiRosa, Rogers, Slaughter, and Estrada sum up the state of team effectiveness research:

Literature on teams has reached consensus on a number of constructs that affect team effectiveness... Instead of developing new theories of complex teams, bridging the gap between research and practice requires us to think critically about how these constructs manifest, evolve, and affect performance within complex interdependent systems. (2012, p.37)

We see an opportunity for team coaches to play a pivotal role in bringing the team effectiveness literature to organizational teams who want and need to enhance their team performance to meet the demands of their stakeholders. As Klein has noted:

It's no longer a question of whether the science can inform team effectiveness best practices. It can, and it does. The question is how we can make this information more accessible to organizational practitioners? (2012, p. 53)

So as team coaching practitioners ourselves, we invite other practitioners to draw not only upon their valuable experience, but also to leverage current team effectiveness knowledge. As team coaches, we can educate leadership and management teams on high performance team factors, and other evidence based coaching knowledge and tools, in a practical and digestible way. Of course, since coaches are primarily focused on supporting learning and insight, we don't advocate coaches moving to a pure educational or consultative role, but at the same time, we cannot abdicate our responsibility to educate ourselves and our clients on known team effectiveness factors. Klein (2012) summarizes this perspective and states: "For those not deeply immersed in the research on teams, the science of team effectiveness is poorly translated and rarely understood" (p 52). Thus, team coaches can provide a valuable service when we translate this knowledge for our clients when they don't know what they don't know.

We identify an opportunity for more evidence based, knowledgeable practice, and we see opportunities for research on team coaching approaches that are well informed and well constructed. At this point, there are some team coaching studies that have been done by practitioners, but most of these studies do not discuss how their approach is grounded in team effectiveness theory or models.

Further, there some general academic and case study research studies that have been done in team coaching, however not enough to be considered a robust body of knowledge. At this point, the academic literature is still exploratory, and mainly indicative of directions and implications for future research. Team coaching is a field of practice so studies could better extend their research questions and findings to provide clear guidance and implications for effective practice.

What we highlighted in our review of general academic and case study research is that practitioners, not academics, often do case study research. Further, team coaches more often identify findings about interpersonal dynamics versus objective team performance. In addition, we have informally observed that teams most often initiate team coaching when they are having interpersonal and/or team dynamics challenges. This practitioner and client bias on group dynamics is interesting in light of Hackman's (1983) observation that the relationship processes we see and think make the most difference may not be the real issue. Rather, it may be that the team design, conditions, and structures are actually the cause of the interpersonal issues, not the issue itself. As we wrote earlier, Beckhard (1972) echoes this position, stating that people tend to notice interpersonal dynamics, however, often do not see the powerful role that structures can play in influencing these dynamics. Thus, what teams and coaches focus on most may or may not be the most influential factors for objective team performance; perhaps team dynamics are more often an effect, rather than a cause.

Based on what we have read in the literature to date, we believe that a balanced approach is required. We think it is important to acknowledge what team coaching participants themselves report as meaningful, which is often interpersonal dynamics. We also believe from our review that it is critical to ensure the enabling high performance team conditions are in place before investing much time in coaching the interpersonal dynamics issues. Once in place, there is much to be said for assisting teams to enhance learning, trust, and connection in service of their performance goals.

We set forth on our journey to research team coaching with this learning in mind. We opted to maximize our role as practitioners to implement a team coaching approach that was informed by the team effectiveness literature, bridging the academic and practitioner worlds. We were interested in the efficacy of team coaching, however, we knew that an efficacy study would

require circumstances that may have been beyond the level of our current situations and research participants; and we are ultimately practitioners first, work based researchers second. Further, we noted that team coaching research is still in its infancy so there was an opportunity and value to explore what coaching participants felt were the turning points and what was most and least valuable in their team coaching experience. Thus, we defined the aim of our research accordingly, and prepared a dual case study analysis of two teams undergoing team coaching, as described in our next section.

3. Methodology

3.1. Introduction and Epistemology

We set out to explore the experience of team coaching from the participants' perspectives, while tracking our own related process as practitioner-researchers. To study the participants' experience of team coaching, we each conducted a team coaching programme with an intact leadership / management team. We tracked and analysed our case studies individually and then we analysed each other's case studies. We followed this with a cross-case analysis to look for similarities and differences between the two team coaching cases.

We took a collaborative approach to support our own process as learners and coaches. We were "critical friends" (McNiff & Whitehead, 2003) throughout this dual case study project, providing each of us with an opportunity for greater exploration, objectivity, and creative stimulation.

Before determining methodology, it is necessary to consider epistemology (Crotty, 1998) and reflect on what we can learn about something and the limits of what we can know. We were guided in this reflection by the belief that we were practitioners first and researchers second. We kept in mind throughout our project that our primary focus was our role as team coaches in service of our clients, with the research in the background. We wanted to understand two teams' experience of team coaching and explore what they thought was most and least valuable. Our hope was that our research would inform our own best practice and that of the field.

We considered our own epistemological frameworks as we began this study; Epistemology is the "frame for judging what may be known about the world, and the relationship of the knower to that which might be known" (Lincoln, 2001, p.128). We did have some differences in our individual perspectives, but we realized that we offered balance to each other.

Jacqueline leaned towards a practical perspective, valuing quantitative research studies and results based practice. Catherine leaned more towards a qualitative perspective, with her interest in how teams view the process of change. These stances were not clear-cut; they were more like individual tendencies. We could and would also switch roles when it contributed to

a broader way of knowing for the other partner. Further, we expanded our perspectives as we pushed each other gently to look at our coaching and research from each other's preferred lens.

While there were times that we broadened one another's perspectives, we realized that we shared a pragmatic epistemology. Creswell (2007) defines pragmatism as,

Knowledge claims arise out of actions, situations, and consequences rather than antecedent conditions. There is a concern with applications-"what works" - and solutions to problems. Instead of methods being important, the problem is most important, and researchers use all approaches to understand the problem. (Patton, 1990, in Creswell, 2007, p. 22)

We explored a variety of research methods in our search to best position the coaching first and research second. We decided that a framework that encapsulated both subjective and objective ways of knowing, in addition to considering the real world context, fit for our views and our research. Pragmatism aligned best with this description and our beliefs.

We also believed that we could not completely separate ourselves as researchers from our teams as units of study, but were instead, somewhat embedded in this team coaching journey with our clients. Further, we imagined that we could add value by sharing our impressions with each other and our teams. We were conscious of both our roles as team coaches, and as participants on this journey ourselves, so we ensured that we offered our impressions as our impressions, not facts or givens, about what we believed was occurring or might assist the team. That said, we strongly held the belief that our clients ultimately needed to make choices that best fit for them in the coaching.

Ultimately, we knew that one individual or team would interpret their situation and needs quite differently from another, and we were just partners in their journey. We did believe, however, that it is possible to compile individual accounts of meaningful experiences, turning points, and impressions of what was valuable, along with our knowledge and experience as coaches, and offer a guidepost to the field of coaching. We also anticipate that our contribution to the field fits at this time of early exploration and research in team coaching.

3.2. Research Questions

1. Our research aim was to explore the experience of team coaching from the participants' perspectives. After consultation with our research advisors, we refined our research questions to the following: What are the participant's significant meaningful experiences or turning points during the team coaching?
2. What changes do the participants feel they made in
 - a. the business; and
 - b. their effectiveness as a team as a result of the team coaching?
3. What are the implications for practice from what participants identify as most and least valuable to them in our leadership team coaching process?
4. Does team effectiveness change after a six-month period of team coaching?

3.3. Selection of the Participants

The participants of this study were two distinct management / leadership teams. Catherine's team was a leadership team with six members from a large client service department of the B.C. government. Four of these members were senior professionals who had been on the team for over six years. Jacqueline' team was a small corporate finance team in an Alberta based, large Multinational Corporation. Jacqueline's team started with eight team members, six of whom were leaders of leaders, and two who were technical experts / leaders for the finance function.

Catherine chose her case from a selection of teams who volunteered to be considered for the research. Catherine selected this team outside of her own government department to ensure there was an arm's length relationship, and a confidential set up for the coaching. Jacqueline chose her case study team based on a business request for team coaching by a team that was an appropriate and willing case for the research.

We both chose teams we had not worked with as a team before, and with whom we had no reporting relationships. However, two of Jacqueline's eight team members were leaders she was already coaching at the time, and the leader of the team who requested the team coaching was someone she had coached approximately five years earlier. Since there are so many team coaching approaches that include individual coaching as a component of the process (Clutterbuck, 2007; Anderson, et al., 2008; Haug, 2011); Jacqueline saw this situation as an advantage. Furthermore, Jacqueline set up regular coaching preparation and follow-up sessions with the team leader, once team coaching began. These sessions included discussions about the leader's own leadership as well as the team. Catherine began coaching the team leader four months into the team coaching process to clarify team coaching session agendas, and support the leader to maximize his impact with the team.

We selected the participating leadership teams based on their ability to meet most, if not all, of our criteria / prerequisites since these criteria were important pre-conditions for team coaching success. The requirements we identified for selecting our participating leadership teams were:

- Intact leadership team
- The team has some common objectives as well as the autonomy to implement changes within its stated accountabilities
- Senior managers of the team support the team coaching initiative
- Team is comprised of 5 to 10 members
- Current expectation that the team will remain relatively stable for the year with minimal changes in membership
- Team members willing to participate in various individual / team profiling tools, and in the research interviews at the beginning and end of the team coaching.

We developed a Team Coaching Readiness Checklist (Appendix A) based on the above list. We wanted to create consistency and transparency in selecting our teams, since most of these criteria had been identified as important prerequisites if teams are going to benefit from team coaching (Hackman & Wageman, 2005). Hackman and Wageman say that:

...Even competent coaching is unlikely to be of much help to groups that have poor "structures and/or unsupportive organizational contexts. Favourable performance

situations, however, can yield a double benefit: teams are likely to have less need for coaching (because they encounter fewer problems that lie beyond their own capabilities), and the coaching that they do receive is likely to be more helpful to them (because they are not preoccupied with more basic, structurally rooted difficulties). (2005, p. 283)

Other teams were considered but either did not meet enough of these readiness criteria and/or they were not willing to participate in the research. If we had engaged with a team in an initial, exploratory conversation but did not choose them for the study, then we were ethically obliged to explain our decision and “do no harm”. In reality, only Catherine had teams that were interested but not selected for the research. Catherine did offer support in those cases, as follows:

- offered to coach them in a non-research format,
- connected them to another coach who could offer services (Catherine belongs to a government community of practice for coaches who offered to coach some of the teams she could not), or
- made recommendations about other services or supports that would help them increase team effectiveness and performance.

Our aim was to select teams that fit with our research criteria and focus, and at the same time, provided a valuable business service to these teams. Thus, we note when we occasionally made modifications to our research approach based on the business requirements of our teams.

3.4. Overview of the Team Coaching Process

The aim of our study was to both answer our research questions, and to provide a good service to our teams. Thus, we coached our teams from pre-assessment to conclusion using the same type of coaching process we would typically offer. We initially intended to work with both our teams for six months, which in our past experience has been a reasonable amount of time to create and sustain change. Six months also aligned with timeframes for similar coaching assignments we have done in the past. In actuality, Catherine coached her team for eleven

months, taking a three month break between the first offsite and regular coaching sessions, to accommodate the team's schedules and needs.

We based our team coaching approach on methods and frameworks previously used in our own team coaching practices, with cross-referencing to other researchers and practitioners in order to validate our approach (e.g., Hawkins, 2011; Wageman, et al., 2008). The researchers Hackman and Wageman particularly influenced us, as discussed in our literature review, because of their research based model of team effectiveness, which included a team coaching component. We were particularly guided by Hackman's (2011) summary of what influences team effectiveness; team design accounting for about 60%, an effective team launch or team chartering session accounting for about 30%, and team coaching accounting for the remaining 10%. We ensured that the team conditions were well set up for the coaching to be effective by using our Team Readiness Assessment (Appendix A) to pre-qualify our teams. Second, we incorporated a two day, team launch component to our coaching process. Third, real-time team coaching was incorporated throughout the process. Thus, we incorporated all of the elements that have been shown to influence team effectiveness (Hackman, 2011). Finally, we both used many methods and tools to guide our coaching, including positive psychology frameworks (Frederickson & Losada, 2005), and solution-focused techniques (Meier, 2005).

Our complete coaching process is summarized in the outline below:

- Completion of a 20 minute, online team assessment by all team members to identify the current functioning of the team on key team effectiveness factors. We used the Team Diagnostic Survey (Wageman, et al., 2005) as the key pre and post assessment coaching tool for the team to measure and assess progress over the coaching period. A full copy of the Team Diagnostic Survey (TDS) questions is attached in Appendix B, and the permission to use it is in Appendix C.
- Individual pre coaching interviews with each team member to identify the current state. We used a semi-structured interview approach to explore current strengths, gaps, opportunities, and other team information, as outlined in Appendix D.

- Review of the compiled, anonymous team assessment results with the team in a two-hour session, led by the coach, to identify strengths, gaps, and areas of focus for the team to develop.
- Two day team launch session with the coach to complete or review a team charter outlining the leadership team's vision, mission, values, purpose, goals, roles and responsibilities, working agreements, and success measures. A sample team charter is provided in Appendix E.
- We conducted four to six coaching sessions of one to two hours in length over a period of approximately six months (actual number of sessions and timing was influenced by the team's needs and availability).
- Re-assessment on the Team Diagnostic Survey.
- Review of the compiled, anonymous pre and post coaching results on the TDS in a two hour coach facilitated session with the team. The focus of this meeting was for the team to celebrate their successes and identify which team development opportunities they wanted to pursue in coaching.

We conducted individual semi-structured research interviews with each other's team coaching participants at the end of the coaching. Although these interviews served as the richest and most important data point in our research, they also provided team members with an opportunity to reflect on and integrate their learning from the team coaching experience.

3.5. Selection of Methodology

We examined a number of other qualitative methodologies before settling on a case study research approach to meet our aim of exploring participants' experiences of team coaching. We discovered through our literature review that little research had been done on team coaching, and practitioners offered varied descriptions of team coaching. Thus, we identified a

primarily qualitative method as most appropriate since qualitative research is particularly beneficial

... when little is known about a research topic or question, initial steps must be taken to explore and uncover new possibilities before useful quantitative measures can be informative. (Edmondson & McManus, 2007, p.1172)

The first qualitative method we seriously considered was interpretive phenomenological analysis (IPA). After some reading and further discussion amongst ourselves and with our advisors, however, we realized that IPA focused on individuals, rather than teams, which was the focus for our study. We also knew that using a straightforward case study research framework was a better fit than IPA with our corporate and government participants because of its clear, focused, and pragmatic approach. We discussed action research (Reason, 2001) as a methodology but again, felt that it would be too time consuming and intrusive for the business contexts within which we were working. Next, we seriously considered taking a grounded theory approach for our research study (Glaser & Strauss, 1967). Instead, we decided to pursue a dual case study given that we were particularly interested in turning points and implications for team coaching practice. The case study method was most coherent with the purpose of our research, which was to understand the team coaching experience from participating team member's perspectives. We further strengthened our research and capitalized upon our collaboration by doing a simple cross-case analysis of the two case studies.

3.6. Case Study Method

The dual case study approach allowed each of us to do our own individual research as well as do a comparison of similarities and differences through a cross-case analysis. Case study research was “developed to study the experience of real cases operating in real situations” (Stake, 2006, p.3), which was a clear fit with our research aim. The case study method has also been identified as most useful to document unusual or unique situations, or as a starting point at the early stages of a newer research direction (Yin, 2009). This aligned well with our interests since there is so little research on the experience of team coaching participants.

Notably, Yin (2009) identifies that studying multiple cases, even two cases, is a stronger approach than just focusing on a single case. We treated each case separately, which aligned with best practices in case study research, before comparing our two separate case studies in a cross-case analysis. Further, team coaching approaches vary so much in the literature that having a common, aligned approach from the outset allowed us to compare and contrast the two studies more easily. It would have been difficult to find other coaches or case studies that used such a similar approach.

We classified our multi-case analysis as a dual case study, but because we used a similar team coaching and research process, we could also have classified it as a comparative case study, as defined below.

The comparative case examines in rich detail the context and features of two or more instances of specific phenomena. This form of case study still strives for the “thick description” common in single case studies; however, the goal of comparative case studies is to discover contrasts, similarities, or patterns across the cases. These discoveries may in turn contribute to the development or confirmation of theory. (Mills, Eurepos, & Wiebe, 2010, p.174)

Our case study was exploratory because we were asking primarily “what” questions about the experience of our participants in a relatively unstudied field. In contrast, descriptive or explanatory studies tend to focus on “how” or “why” questions. The data we gathered through our research questions about the experience of team coaching were “meant to open up the door

for further examination of the phenomenon observed” (Zainal, 2007, p.3). Our study relied primarily on the post-coaching interviews of the persons involved, with support from data gathered in pre-coaching interviews, along with our individual journal notes and observations throughout the team coaching journey. These multiple data points again well supported a case study approach, and an exploration of the highly contextual process of team coaching that goes beyond what a survey or other method might tell us.

3.7. Case Study Research Design

Strong case study research design has five components, as outlined by Yin (2009, p.27):

1. The research questions
2. Propositions
3. Unit(s) of analysis;
4. Logic linking the data to the propositions; and
5. Criteria for the interpretation of the findings.

We intentionally did not set any propositions or hypotheses for our research questions at the beginning of our study because it was fundamentally an exploratory work. We also wanted to be open to hearing what the participants experienced, without our preconceived bias or agenda. We did have a purpose for our study, though, in the form of a rationale and direction, to explore the experience of team coaching from our participants’ perspective.

Good case study research design must also clearly define the unit of analysis, or what the case actually is. Our subject or unit of analysis was the management / leadership team, not the team member participants as individuals. Although we were interested in the individual team members’ perspectives, we were most interested in the themes revealed by the aggregate of the team members’ perspectives. Thus, in both case studies, the team was the unit of analysis, not the individuals on the team, and the team coaching was the “phenomenon”. The organization and any other individuals within or outside of the organization were the “context”.

Another important component of the research design is to identify the logic linking the data to the propositions. We extracted patterns in the individual interviews and across interviews in each case study. Next, we grounded ourselves in the thematic analysis for our own case studies before we reviewed each other's cases. Finally, we did a cross-case analysis to find similarities and differences amidst the individual themes in each case. From there, we identified and discussed our findings, and finally, developed conclusions and recommendations for future research.

In addition, the development of two case studies to look at the same questions starts to build a stronger understanding than using just one case study. Yin states that, "conclusions independently arising from two cases... will be more powerful than those coming from a single case" (2009, p.61). We did keep each set of case data separate from the other during our analysis so, although we have one overall research question, we have two distinct case studies and two separate sets of data. These two data sets allowed us to triangulate and explore the research questions, and therefore have more confidence in our conclusions.

We next determined the quality level of our case study research design. We were thorough in assessing the quality and worth of our research, using eight general criteria for assessing qualitative studies (Tracy, 2010).

The benefits of assessing qualitative research more generically is summed up by Sarah Tracy, in her statement that:

...I believe we can create a conceptualization in which qualitative researchers can agree on common markers of goodness without tying these markers to specific paradigmatic practices or crafts. (2010, p.839)

These eight quality criteria are: (i) worthy topic, (ii) thorough and rich rigor, (iii) sincerity and transparency, (iv) credibility, (v) resonance, (vi) significant contribution, (vii) ethical, and (viii) meaningful coherence (Tracy, 2010, p.839). We reviewed our research against these eight criteria for excellent qualitative research and concluded that our research met those criteria, as illustrated in Table 8.

Table 8: Our approach compared to eight criteria for excellent qualitative research

Quality Criteria	Definition	Our approach
1. Worthy Topic	<ul style="list-style-type: none"> • Relevant • Timely • Significant • Interesting 	<ul style="list-style-type: none"> • As identified in our literature review, teams are important in organizations and the practice of team coaching is expanding, despite minimal research or study about what makes team coaching effective and / or what participants find to be meaningful and valuable in team coaching.
2. Rich Rigor	<ul style="list-style-type: none"> • Theoretical constructs • Data & time in field • Sample(s) • Context(s) • Data collection and analysis procedures 	<ul style="list-style-type: none"> • We have coached teams using an evidence based approach, through a full coaching cycle over time, from six to eleven months. We carefully documented our research approach and findings and ensured inter-rater reliability in interview coding.
3. Sincerity	<ul style="list-style-type: none"> • Self reflexivity about researcher biases • Transparency about methods and challenges 	<ul style="list-style-type: none"> • We tracked our coaching learning and research over 240 pages of collaborative journaling, taking particular note of our assumptions and learning from the beginning of the research until the end. We were interested in how we changed as researchers as well as how our teams changed. We have provided a transparent, full view of our coaching approach and methods throughout this dissertation, such that another researcher attempting to do a similar case study could do so.
4. Credibility	<ul style="list-style-type: none"> • Thick description, concrete detail and showing rather than telling • Triangulation • Multivocality • Member reflections 	<ul style="list-style-type: none"> • We included many triangulated data points and have carefully documented all aspects of the team coaching, our process and the research. • We validated the themes from our participants' interviews with the team leaders. We have included many of the reflections and commentary provided by our participants throughout the process in our Project Activity chapter.

Quality Criteria	Definition	Our approach
5. Resonance	<ul style="list-style-type: none"> • Moves readers by: • Aesthetic / evocative representation • Naturalistic generalizations • Transferable findings 	<ul style="list-style-type: none"> • We hope our case studies contribute to a new and growing specialty in coaching. Thus, we have attempted to write in an accessible manner, so that other coaches and researchers can benefit from our work. • We believe that our literature review and case study findings provide strong learning that team coaches, leaders, and others can apply to their work with teams.
6. Significant Contribution	<ul style="list-style-type: none"> • Conceptually / Theoretically • Practically • Morally • Methodologically • Heuristically 	<ul style="list-style-type: none"> • We believe that our dissertation holds significant and practical value in that it offers a comprehensive overview of the team coaching literature that we believe is the first of its kind in its thoroughness. • Additionally, although similar methodologies were used, our case studies offer two side by side unique stories that contribute to the understanding of meaningful aspects of team coaching.
7. Ethical	<ul style="list-style-type: none"> • Procedural • Situational/ Cultural • Relational • Exiting 	<ul style="list-style-type: none"> • We were careful to do no harm and to add value, inviting and incorporating appropriate feedback from clients. We chose research methods that were innocuous so the team was not distracted from the genuine experience and could benefit from the team coaching. • We supported our leaders to build their own skills and modelled a team coaching approach that they demonstrated they were already adopting by the end of the team coaching intervention.
8. Meaningful Coherence	<ul style="list-style-type: none"> • Achieves what it purports to be about • Methods and procedures fit goals • Interconnects literature, questions, findings and interpretations 	<ul style="list-style-type: none"> • We chose a qualitative approach that included congruent methods that fit with our learning goals, and our research questions. • Our team effectiveness and team coaching literature review is connected to, underpins, and expands upon our team coaching topic.

Adapted from Tracy, 2010, p.840

3.8. Limitations of Case Study Research

There are limitations to case study research, as there is in any research methodology.

Specifically, Yin (2009) outlines four common prejudices or objections. First, there has often been a lack of rigour in case study research because “case studies” is the term that has been used to describe the written situations that students analyse in business and educational programmes. These descriptive case study teaching tools have often been confused with case study research. The case scenarios used for teaching are generally well described situations that are used to stimulate thinking and learning in the students who review them; this is distinctly different from formal case study research.

Second, case studies can suffer from a lack of ability to scientifically generalize the findings in the way generalizations are thought of in quantitative research. Yin (2009) states that:

Case studies... are generalizable to theoretical propositions and not to populations or universes... [and] the case study, like the experiment, does not represent a “sample,” and in doing a case study, your goal will be to expand and generalize theories (analytic generalization) and not to enumerate frequencies (statistical generalization). (p.15)

Thus, we have provided a full outline of our team coaching approach in this section so that other coaches and researchers could replicate our process easily, allowing for analytic generalization. However, we do not claim that our cases are directly generalizable to other cases (i.e., other leadership or management teams’ experiences of team coaching).

Third, case studies can take a long time to carry out and can lead to lengthy descriptions and reports that are hard to read and decipher. However, it is not necessary to do case studies in this manner and we endeavoured to write a clear document that is beneficial to both researchers and practitioners.

Lastly, some case studies may have attempted to confirm a causal relationship between an intervention and an effect, and this is an inappropriate use of the case study (Yin, 2009). The case study can only offer evidence that might lead to further investigation and complement other research and experiments. We will not attempt to identify cause – effect relationships in our study. We did identify what people indicated was valuable or not valuable in the team

coaching, but we do not presume that a cause-effect relationship exists to coaching effectiveness, or the changes in the team's effectiveness.

3.9. Cross-case Design and Analysis

We reviewed Stake's (2006) landmark book on "Multiple Case Study Analysis" as we explored the best way to move from our single case study design and analysis to the cross-case analysis between our two studies. Stake labels the multi-case study as the "quintain", meaning "the whole; the entity having cases or examples" (2006, p.vi), however, we will be using the term, "dual case study" to describe our simple multi-case design. It is important to understand the concept of the quintain, though, as it describes the entire research phenomenon or condition to be studied. In our situation, the quintain is the participants' collective experiences of team coaching; rather than each individual's experiences only by themselves. Essentially, we are doing a deep study of our two separate cases to find out what they tell us about the quintain of the team coaching experience.

Our collaborative partnership supported our ability to meet the three main criteria that Stake (2006, p.23) identifies for selecting multiple cases to analyse:

- Relevance of the individual case to the quintain (i.e., both teams participated in a similar team coaching approach in our situation)
- Diversity across contexts (i.e., government versus corporate context; one focused on employee engagement and one focused on financial operations)
- Opportunity to learn about complexity and contexts across the cases.

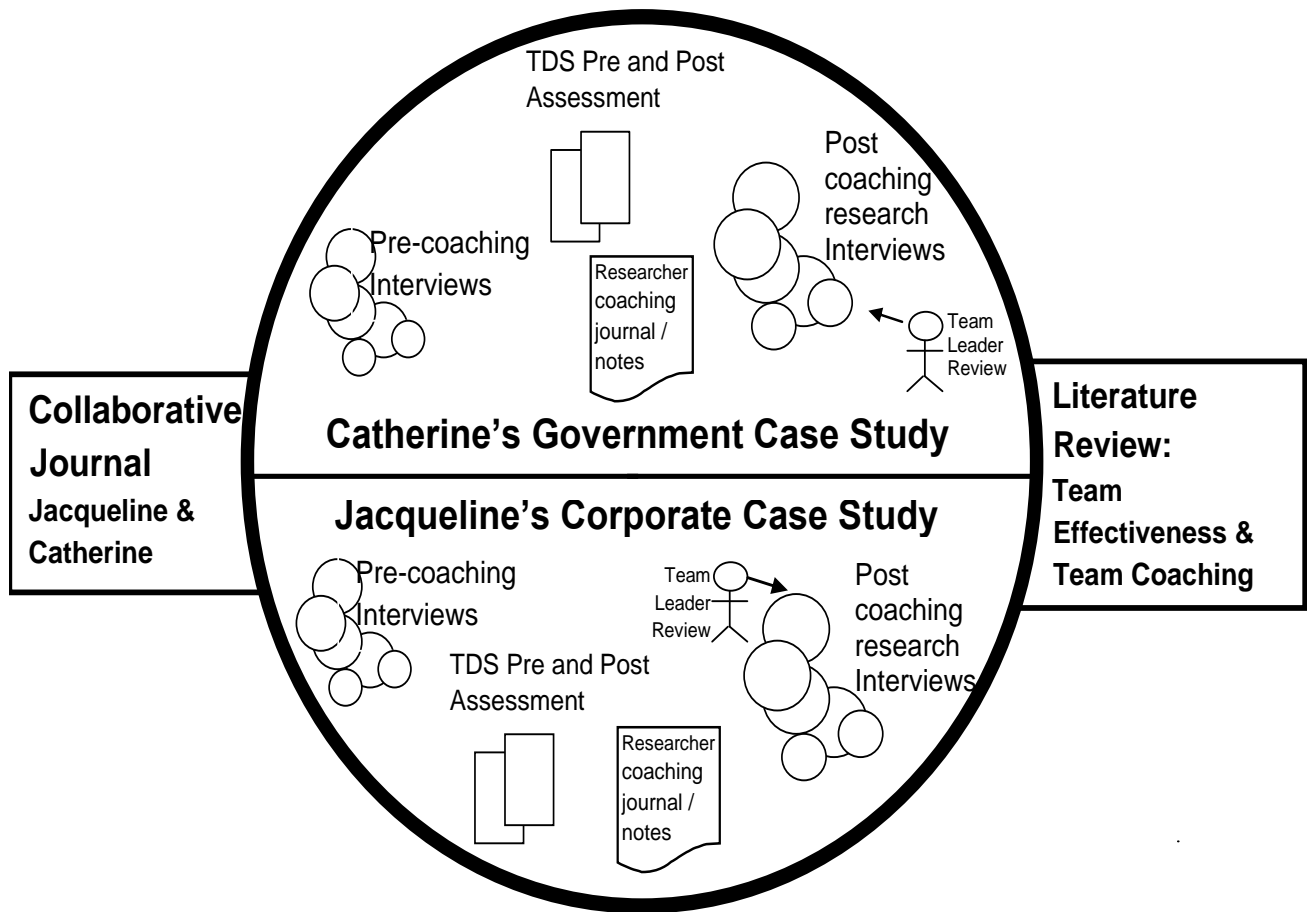
We hoped that our two case studies would provide valuable examples and learning for others interested in team coaching. We included detailed and varied descriptions from our respective participants to ensure maximum value from our study. We also provided contextual details for each team, as Stake (2006) advises:

One of the most important tasks for the multicase researcher is to show how the programme or phenomenon appears in different contexts. The more the study is a qualitative study; the more emphasis will be placed on the experience of people within the programme or with the phenomenon. (p. 27)

Our dual study was unique because we actually designed all aspects of this dual study together from beginning to end, and used the same methods and research questions. This contrasts with most multi-case study research where researchers often select individual cases to study after the fact, rather than before, resulting not only in very different contexts, but also different methods.

In summary, our dual case study research design followed good practices that were informed by recommendations from experts and other researchers familiar with single and multi-case design (Stake, 2006; Yin, 2009; Zainal, 2007). Figure 4 summarizes our dual case study research design, showing the primary data collection methods and the research questions for the two case studies.

Figure 4: Summary of dual case study of the experience of team coaching



RESEARCH QUESTIONS

1. What are the participant's significant meaningful experiences or turning points during the team coaching?
2. What changes do the participants feel they made in
 - (a) the business, and
 - (b) their effectiveness as a team as a result of the team coaching?
3. What are the implications for practice from what participants identify as most and least valuable to them in our leadership team coaching process?
4. Does team effectiveness change after a six-month period of team coaching?

3.10. Data Collection Methods

We considered a variety of data collection approaches, and concluded that the data collection methods we selected were most suitable for our objectives of conducting a study on the participants' experience of leadership team coaching. We endeavoured to triangulate our data to produce a high quality and rigorous study. Triangulation involves asking the same question in a variety of ways and/or with a number of participants (Mullet, personal communication, 9 July, 2012). Triangulation in a case study is the process:

... to assure that we have the picture as clear and suitably meaningful as we can get it, relatively free of our own biases, and not likely to mislead the reader greatly. (Stake, 2006, p.7).

Stake further states that each important finding should have three or more methods to confirm that the key meanings for the data are accurate and are not being misinterpreted.

We triangulated our data throughout the team coaching fieldwork and during the analysis in a number of ways. First, we used several data points for the triangulation, including (i) the interview data, (ii) our individual journals noting our respective team coaching notes and observations, (iii) our collaborative journal where we discussed the learning from our team coaching, readings, and conversations with our consultants, (iv) our research tracking notes of the readings we were doing, and finally, (v) the Team Diagnostic Survey pre and post coaching assessment results.

We each read, reviewed, and looked for themes in a few of the team members' interviews independently of each other at first to ensure that we were identifying and coding the themes in similar ways. Lastly, Stake describes "member checking" as a vital technique for field researchers (2006, p.37). We did a member check by inviting our leaders and any available team members to review the findings, and determined if they "rang true" to their experience. This validated our interpretations and added richness to our report and findings.

We increased triangulation by comparing and contrasting the themes found in our two cases. Triangulation across case studies adds credibility to our findings. We used Dedoose (2011), a

web based data analysis application, as initial aid for organizing the data for our cross-case analysis. Dedoose is a software tool developed by social science researchers for other researchers who use a qualitative approach but want to explore the data from a quantitative perspective. The tool provides frequency counts and co-occurrence data between themes. Further, the program produces several charts and graphs that visually represent the qualitative themes.

Table 9: Data collection methods

Objectives	Primary data collection methods
Explore what the experience of leadership team coaching is like for the leadership team participants.	<ul style="list-style-type: none"> • Short check ins for all participants to verbally identify their thoughts and feelings about the meeting at the end of each team coaching session; notes taken by the team coach / researcher • Audio recording of semi-structured interviews with individual participants
Find out what participant's significant meaningful experiences or turning points are during the team coaching.	<ul style="list-style-type: none"> • Short check ins for all participants to verbally identify their thoughts and feelings about the meeting at the end of each team coaching session; notes taken by the team coach / researcher • Audio recording of semi-structured interviews with individual participants
Determine what improvements the participants subjectively feel they made in (a) the business, and (b) their effectiveness as a team as a result of the team coaching.	<ul style="list-style-type: none"> • Short check ins for all participants to verbally identify their thoughts and feelings about the meeting at the end of each team coaching session; notes taken by the team coach / researcher • Audio recording of semi-structured interviews with individual participants • Team interpretation of TDS pre and post coaching assessments
Based on our experience as coaches, examine the combined interview data to suggest which elements the participants felt were most valuable to them in our leadership team coaching process.	<ul style="list-style-type: none"> • Audio recording of semi-structured interviews with individual participants • Individual case study journals documenting notes and observations throughout the team coaching process • Researcher dialogue as documented in our collaborative dialogue journal • Validation of findings by team leaders

Although there were similarities between our cases, there were also unique findings. We were conscious of not oversimplifying or over generalizing findings between the two cases. Instead, we used this comparison to reflect on the experience of team coaching at a deeper level. We identify in detail how these primary data collection methods applied to each of our research objectives in Table 9.

3.11. Semi-structured Interviews

Interviews are a qualitative research method used to obtain “qualitative descriptions of the life world of the subject with respect to interpretation of their meaning” (Kvale, 1996, p.124). Semi-structured interviews are a particular type of qualitative interview that defines a set of questions to ask, but also allows for changes to the order and exact wording of the questions. This flexibility provides a way to follow up and further explore the responses provided by the interview participants. This semi-structured interview method suited our study because it provided commonality between the methods in each case study while still allowing for minor individual differences. This facilitated a conversational approach to the interview that felt more natural and business like for our participants.

We conducted these interviews with one another’s individual team members at the end of the team coaching period to determine both the perceived significant events during the team coaching, as well as the experience and perceived value of the team coaching itself. We created our interview protocol, identified in Appendix F, so that each interview question linked to our research questions. We piloted the questions with each other to make sure that they actually solicited the information we required.

We provided a confidential and safe place for the participants to talk freely about the team coaching experience, without worry of offending the team coach, by interviewing each other’s team coaching participants. This aligned with the practices of other team coaching case study researchers who also aimed to reduce biases by separating the team coach and interviewer roles (Anderson, et al., 2008; Mulec & Roth, 2005). In addition, we could probe more freely, honestly, and forthrightly when we didn’t know specific details about the team coaching experience. In essence, our aim was to create a greater sense of safety for both the interviewer,

and the team coaching interviewee. At the same time, we were aware there still could be a possible response effect as the participants knew we were co-researchers.

Because we did not know each other's team members, we had to quickly establish rapport with our interviewees so that we could elicit the best possible information. Rapport and safety for the interviewees is particularly important because ultimately, "the conversation in a research interview is not the reciprocal interaction of two equal partners" (Kvale, 1996, p.126). The interviewer holds the balance of power as he/she sets up the situation, the topics, and the questions to which the interviewee responds. To establish this safety and rapport, we followed standard ethical principles and started each interview by providing the context of the study and the framework for the interview. We reminded participants that the interview would be tape recorded for later analysis by the interviewer and their team coach. We stressed confidentiality and invited questions from the interviewee, and engaged in light, social conversation at the beginning of the interview.

We closely followed the interview guide, illustrated in Table 10, as the main framework for our interview questions. We were attentive and offered minimal commentary except to explore the answers the participants gave in more depth through open ended questions, head nods, and comments like, "tell me more". We did ask for more detail on stories and offered short summaries or paraphrases of what the participants said as a way to confirm the richness of the data and our understanding of what was being said.

We did not initially include questions to ask our participants directly about what the coach did or did not do that was valuable, unlike the critical incident coaching study completed by De Haan, Bertie, and Sills (2010). We became interested in probing the role of the coach and the coaching activities further after Catherine's team focused more on the events and actions of the team than what the coach did in their interviews. This kept the coaching in the background where we believed it should be, and at the same time, we wanted to understand which coaching actions were significant for the participants. So we added two interview questions to the protocol when Catherine interviewed Jacqueline's team:

Table 10: Interview questions as they relate to the research questions

Research questions	Interview questions
Overall aim: What is the experience of leadership team coaching like for the leadership team participants?	1. What changes did you observe in the team during the team coaching? 2. What changes did you observe in yourself during the team coaching?
1. What are the participant's memorable experiences or turning points during the team coaching?	3. Tell me about a turning point or significant event during the team coaching.* 4. Tell me about a time that your team was working well together that you would attribute to the team coaching.* 5. Tell me about a time that your team had a breakthrough but the momentum was lost.* 6. Tell me about a time that you had hoped there would be a breakthrough or change for the team but it didn't happen? * 7. What was another significant change or turning point during the team coaching time period? *
2. What changes do the participants subjectively feel they made in a. the business and b. their effectiveness as a team as a result of the team coaching?	8. How has the team coaching impacted your team? 9. How has the team coaching impacted your business? 10. What results had you hoped for from the team coaching that didn't happen? 11. Are there other factors in your organization that may have contributed to the changes you mentioned?
3. What are implications for practice from what participants identify as most and least valuable to them in our leadership team coaching process?	12. What was most valuable about the team coaching process itself for you? (i.e., the structure, process, specific activities and/or anything in particular the coach did or said) ** 13. What was least valuable about the team coaching process itself for you? (i.e., the structure, process, specific activities and/or anything in particular the coach did or said) **

* Critical incident questions

** Questions 12 and 13 were added after the five of the six participant interviews were conducted with Catherine's team

1. What was most valuable about the team coaching process itself for you? (i.e., the structure, process, specific activities and / or anything in particular the coach did or said); and
2. What was least valuable about the team coaching process itself for you? (i.e., the structure, process, specific activities and / or anything in particular the coach did or said.

We asked these two questions about the team coaching by email for Catherine's participants to respect their time, since they had already completed a full in-person interview with the researcher. Catherine's team provided more succinct answers by email than Jacqueline's team gave within the interview proper, however they did address the questions adequately. We asked if the participant had anything else to say that we hadn't already talked about at the end of the interview. Finally, we offered sincere thanks for the interviewee's participation in the team coaching generally, and the interview specifically. We followed up with a thank you email to the team for their participation in the interviews.

3.12. Critical Incident Technique

Our semi-structured interviews had five critical incident questions embedded in the interview protocol so we explore the background and use of this technique here. We note that the critical incident is also a full qualitative methodology that some researchers use on its own, however, we used the critical incident as a technique only for framing some of the interview questions. John Flanagan, a psychologist, first documented and described the critical incident technique in 1954. He defined the technique as "a set of procedures for collecting direct observations of human behaviour" (Flanagan, 1954, p.1). Since then, the critical incident technique and method have been used in a number of therapeutic and coaching research studies. Two studies that were most relevant to ours were critical incident studies in coaching, although these studies both focused on individual coaching, not team coaching. Marshall studied the critical factors that led to successful coaching outcomes (Marshall, 2006), and De Haan et al. (2010) conducted a study comparing the critical moments in executive coaching between coaches and

clients. The De Haan et al. article, in particular, provided a good summary of the previous critical incident studies in counselling and coaching. At the end of their review, they suggested a need for further investigation using critical incident research in coaching (De Haan, et al., 2010).

The critical incident technique allowed us to thoroughly explore what the team coaching participants identified as significant turning points in the team coaching. We concurred with Marshall (2007), who also used a critical incident technique, because the practice of coaching:

... has little documentation and lacks a grounding theory, [thus] the critical incident technique was a good match for the guiding question. (p. 7)

We were influenced by Serrat (2010), who defined a critical incident as the description of the incident's setting, people's behaviours in the incident, and the outcome of the behaviours, "touching both the content of what is learned and the process of learning" (p.2). This definition, along with the advice of our advisor, Dr Jennifer Mullett, supported the five critical incident questions we asked that were aimed at uncovering both positive and negative team coaching experiences. (Mullett, personal communication, 16 March 2012). See Table 10; questions number 3, 4, 5, 6, and 7, for our critical incident questions.

Overall, we felt that the critical incident technique was a valuable addition to our semi-structured interviews that provided a clear and grounded framework to explore our participants' experiences of team coaching even more fully.

3.13. Data Analysis Methods

Our original data analysis method selection was greatly influenced by the fact that we needed an effective approach for analysing the data separately from each other, while still being able to easily share it back and forth virtually. We reviewed the software programmes Qualrus, NVivo, and Dedoose, since we thought a web approach would support us best. We selected Dedoose over the other programmes because it was:

- Easy for us both to access simultaneously
- Set up with built in tests for inter-rater reliability
- Easy to retrieve fully themed data according to many variables
- Set up to create excellent graphical data representations.

The details of the data collection points and analysis for our study are outlined as follows:

1. We obtained consent from participants for participating in the team coaching research at the beginning of the coaching. This included consent for the coaching, audiotaped post coaching interviews, review by a co-researcher, and publication.
2. Participants completed the TDS on-line and individual interviews at the beginning of the coaching. The team summary of these interviews and TDS results were discussed with participants at the beginning of the coaching. The TDS was completed again at the end of the coaching. The coach's notes from these beginning and ending team discussions were included as data points. What was most important about the TDS results was the team's interpretation of them, not the results themselves.
3. The team coaches asked one or two questions at the end of each team coaching session about how the session was that day. The exact choice of question was highly dependent upon the judgment of the team coach, who made the decision based on her sense of timing, knowledge of the team, and the context of the session. We took notes in our individual team coaching journals, rather than tape record the dialogue, in keeping with a usual team coaching approach.
4. All post-coaching interviews were completed using a similar semi-structured interview process to set up consistency between the two researchers (see Appendix F). The interviews were audio recorded to allow for transcription and review by both researchers. There was a total of twelve hours of verbatim interviews, one hour per participant, six hours per team, that were fully transcribed by an independent assistant or one of us as interviewers.
5. We independently scanned for key topics and initial themes within the interview transcripts. We were in agreement on key topics, and noted that we used similar labels

for these topics. We did a second, more detailed list of specific code categories and compared our lists before agreeing upon a set of initial codes that we used to label excerpted sections within each team members' interview. We collapsed these codes into 21 parent codes (see Appendix G for the Dedoose coding structure).

6. We used Dedoose to align our coding techniques and assess our reliability for identifying excerpts / sections, and applying the labels for the topics / codes. We started by separately coding two interviews, one from each team, and achieved an inter-rating reliability Z score of .98 in Dedoose. We surpassed the recommendation from Dedoose that a Z score over .90 is desirable to ensure inter-rater reliability has been established between different researchers. We then moved to excerpting and coding the remaining ten interviews.
7. Unfortunately, our data became corrupted in Dedoose and in the time required for the developer to fix our dataset, we moved forward by re-reading and re-organizing our interviews in Word documents to identify comments and themes relevant to our research questions. Once we individually created a summary of comments by interview question for each of our teams, we individually wrote a narrative account on the dominant themes for our teams.
8. We identified individual case study themes, and unique statements that stood out for each team. Jacqueline's team had twenty high level themes, and Catherine's team had eighteen. We reviewed each other's coding and theme labels based on our knowledge from interviewing each other's participants, and reviewing the transcripts for each participant in more detail. We critically discussed possible changes, additions, and consolidation of themes, at the same time noting the unique, individual comments that team members had made that were not part of a larger theme. We both made revisions based on the other's feedback.
9. Each team's leader reviewed and validated the completed summary of themes and findings for their own team to ensure that the researcher had captured the themes accurately. This provided an additional triangulation point for the data.
10. For our multi-case analysis, we reviewed our individual case studies in light of each other's findings. We reflected on the similarities and differences based on the team,

our coaching style, and other contextual aspects that were specific to our individual teams.

11. Finally, we compared results and examined the themes and unique aspects / comments in light of our own experience with group and team coaching, and also in comparison back to the literature, to write our interpretations, recommendations and conclusions.

3.14. Team Diagnostic Survey (TDS)

We incorporated a quantitatively based opinion survey, the Team Diagnostic Survey (TDS) (Wageman, et al., 2005), in addition to data collected from our interviews and journal notes. The TDS is an assessment instrument that identifies how teams are performing using the key factors and conditions that Wageman et al. (2008) found to be crucial for high performing leadership teams. Team assessment is also an important component in team coaching that has been identified by other researchers and practitioners (Clutterbuck, 2007; Wageman, et al., 2005).

Once we selected the TDS, we contacted Dr Trexler Proffitt, the CEO of Team Diagnostics, the firm that manages the intellectual property for Wageman and Hackman's team coaching tools and process. Dr Proffitt confirmed that there is a need to explore the participants' experience of team coaching (personal communication, 6 December 2010). He agreed to support us by providing free access to the TDS for the purposes of our research and to communicate as needed during our study (see Appendix C for the email granting permission).

We followed the instruction that the developers provided for using the TDS in our team coaching programme:

When used to diagnose the strengths and weaknesses of work teams, the aspiration should be to obtain responses from all team members because those who prefer not to complete the instrument may have perceptions that would be critical in generating a robust assessment of the team... Instead, the greatest practical benefits of using the TDS are obtained when team members meet to review their TDS findings, explore the possible reasons for the team's pattern of scores, and reflect together about what they

might do to strengthen their team's standing on the enabling conditions. (Wageman, et al., p.395)

The TDS supported the participants to individually benchmark their current state and set goals at the beginning of the team coaching, and to identify changes and progress after the team coaching was completed. The final team discussion to compare their pre- and post- survey data enabled the teams to reflect on how they worked together, and to celebrate successes and new opportunities at the completion of the coaching.

We reiterate that we were not measuring the objective effectiveness of team coaching in our study by using the TDS. We would not have been able to use the TDS as a quantitative measure to determine statistical significance of the changes in the team during the team coaching period, even if we had wanted to because there was insufficient information available to do this. We were measuring pre- and post- results for a single team and the TDS only reports on a large sample of teams in order to generate norms at a single point in time; the TDS norms do not track team changes over time. However, the TDS results did provide us with another source of triangulation on how the team subjectively assessed their team effectiveness compared to their responses in the interviews.

3.15. Style Assessments in the Team Coaching

Personality factors have been identified as impacting team effectiveness (Barrick, et al., 2001; McKenna, et al., 2002), as noted in our literature review. Additionally, team coaching often incorporates style assessments as a way to support teams to discuss differences in style and approaches. Thus, we also incorporated a style assessment as one of our team coaching components.

We selected style assessments that fit best with our own assessment certifications and experience with the tools since some studies have identified that the actual personality or style assessment used does not seem to be critical (McKenna, et al., 2002). Catherine's team used a behavioural style assessment called the Extended DISC (Extended DISC International, 2012)

and Jacqueline's team used the Insights assessment (The Insights Group Limited, 2012). These two instruments have very similar theoretical underpinnings because both tools are based on Carl Jung's psychological theory, and they both use four similar style categories, just with different names. The Extended DISC assessment also identifies some similar factors to the P5 model, particularly extraversion / introversion, and conscientiousness. We selected the Extended DISC because of Jacqueline's familiarity with the tool, because it is well normed and validated, and it was simple and easy for us to explain and use with our business focused teams and groups. Jacqueline trained Catherine in the use of Extended DISC shortly before coaching commenced, adding to our ability to use the tools consistently.

Jacqueline had initially intended to use the Extended DISC instrument but used instead the Insights assessment tool (The Insights Group Limited, 2012), because her research team had recently completed this profile with a different facilitator. Both Catherine and Jacqueline used a visual, consolidated team profile of the individual team member styles to discuss the implications of the team's overall mix of styles. The style assessments were used as a coaching tool only, though, and were not used for our research purposes.

3.16. Data Storage and Confidentiality Protection

We took a number of precautions to protect the research data and the confidentiality of our participants. We outline these precautions below.

1. All of the interviews were recorded on a password protected digital recorder and transcribed by Catherine's administrative assistant. Each person's interview data was stored under a codename to protect the confidentiality of the participants. We also password protected our computers so that access to the data was restricted. We backed up the files on the computer regularly and stored the hard disk back up in a different location from our working computer files. Finally, we stored the primary source of the data and worked on a data copy, not the original source.
2. All audiotapes were scheduled to be destroyed a year after the project was completed to respect privacy and confidentiality.

3. We confirmed through our agreement with our participants that the data belongs to them as individuals and as a team. We agreed to ask permission if we wanted to use this information for purposes unrelated to our study. If we do use the study information for other purposes, we will provide participants with a copy of anything we publish or share in the public domain. See Appendix H for the Informed Consent Form for Participation in Research, and Appendix I for the Agreement on Writing and Publishing / Dissemination and Intellectual Property Rights that our participants and we signed.

3.17. Ethical Considerations

We conducted our research according to the ethical framework provided by Middlesex University. We also followed the ethical code and professional standards set out by the International Coach Federation (ICF) since we were practicing coaching as Professional Certified Coaches (PCC). Our overriding ethical stance was to do no harm, add value, demonstrate respect and integrity, and ensure participant's rights, including confidentiality and informed consent. These ethical principles guided us throughout our research from project conception until after research completion. In this section, we highlight and summarize some of the key ethical considerations we faced at critical junctures throughout the research project. Catherine submitted the proposal to her government employer who granted permission to proceed on the basis of Middlesex University's Ethics board approval. The team leader and team members themselves provided consent for their participation in the project and the team leaders indicated that they did not need to obtain any higher level approvals from their government ministry.

Jacqueline, as an independent coach, only required consent from Middlesex University, and the participants themselves. The team leader (Vice President level) for the participating team indicated that further organizational approval was not necessary because she was a senior leader and officer for her large organization, and they would be anonymous participants. We received informed, written consent from all of the team coaching participants. We confirmed verbally and in writing that each participant was free to withdraw from the coaching and/or the research at any time, without repercussion. Further, we selected a

methodology that was congruent with our desire to add value and be of service to our clients first, and to us as researchers second, thus steering us away from approaches like action research, which would have been time intensive for our participants.

Throughout the coaching process, we asked participants, "Do these findings ring true?" whenever we presented summaries of their interviews or assessments to them. We focused on supporting our participants to be the experts on their own interpretations and meaning making throughout the coaching experience.

We ensured that we captured our participants' voices separately from our own when we consolidated and wrote our research findings chapter. In particular, we honoured and respected our participants' experiences by opting to leave somewhat longer quotes in our findings, rather than subjectively editing and truncating them, potentially losing or misrepresenting some of the context of people's commentary. We concurred with Patton's view on analyzing and presenting participants' quotes, and maintained, "The emphasis throughout is on letting participants speak for themselves" (1990, p. 450). Further, we were conscious of confidentiality and did not disclose details of the client and/or their process that were identifying or beyond the kind of information that they shared in the group setting, or in the interviews. We were careful with storing and disposing of records, as described in our data storage and confidentiality protection section.

Finally, we worked in an ethical and respectful manner together as critical friends and collaborative partners. We listened to each other's ideas and perspectives, particularly when we had different opinions. We spent as much time on the process as the product to ensure that we had alignment and consensus on our different perspectives as we moved forward both in the coaching and the research. We seriously considered each other's feedback to ensure we upheld the highest level of integrity with our clients in the coaching and when representing their experience.

3.18. Risks

There were a number of risks inherent in this project and we had initially identified the key risks at the proposal stage, along with mitigation strategies, in Table 11.

Table 11: Risks and mitigation strategies

Risks	Mitigation strategies
Lack of the team's compliance with the team coaching process / meetings.	We signed an agreement with the participating team members that outlined the requirements / expectations of the team coaching process.
Potential lack of full disclosure / hesitancy to be honest because of the documentation requirements for an academic study.	We confirmed for participants that identifying particulars would not be included in the document.
A co-researcher could become unable or unwilling to complete the programme.	There were two case studies so the team research could continue as one case study but the collaborative, multi-case analysis component would not be part of the study.

3.19. Summary

The research methodology we chose, two single case studies and a collaborative multi-case analysis of these two cases, was an appropriate method for our main research aim:

What is the experience of leadership team coaching like for the leadership team participants?

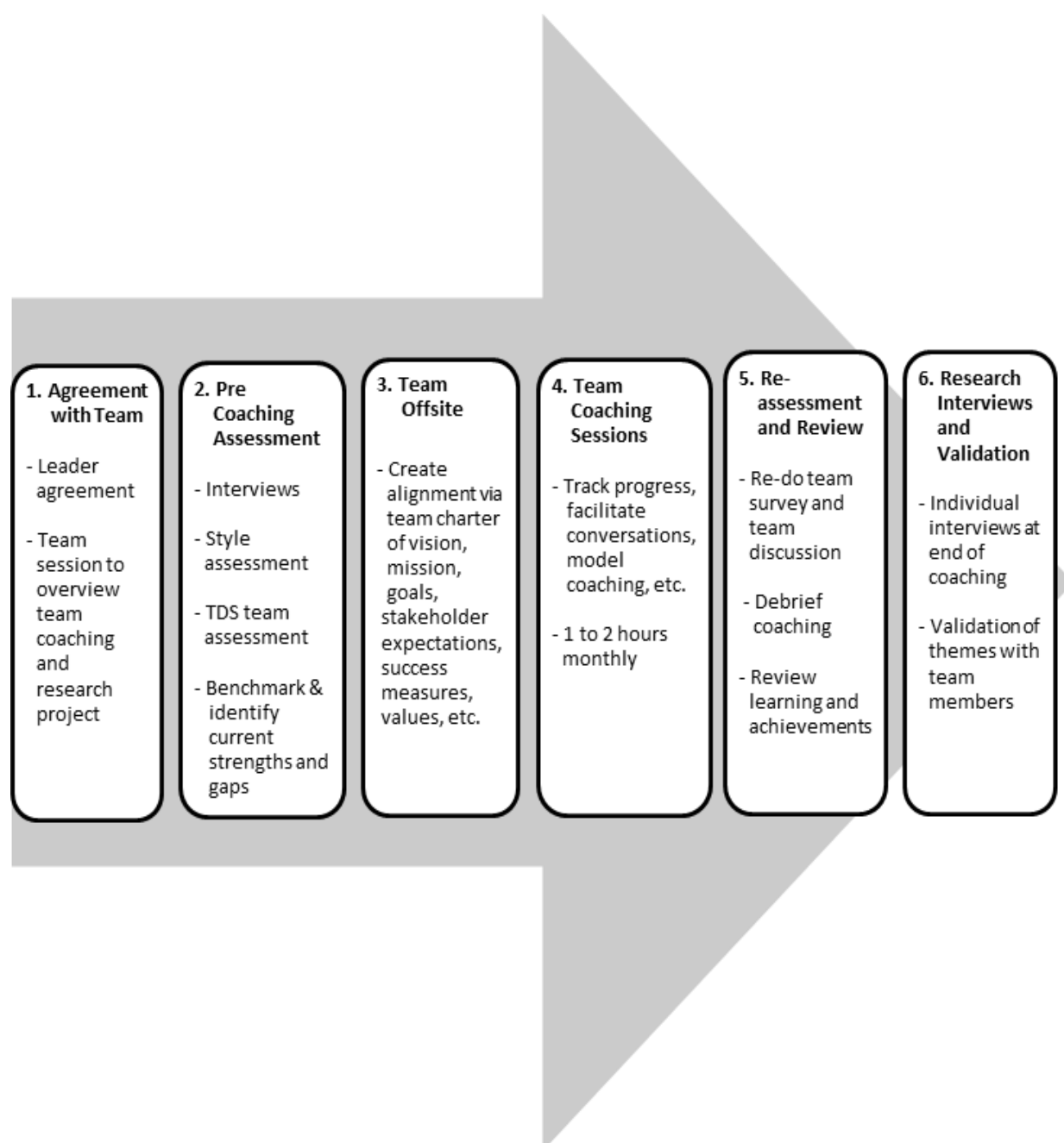
We addressed reliability and validity issues, and ensured that our qualitative research was adequately triangulated. We mitigated key risks in our research project. Finally, we created an approach to data analysis that allowed for both independent and cross-case analysis of the interviews across two sites and two researchers.

In the next three chapters, we present the findings for our three key streams of project activity: our two individual case studies and a multi-case analysis. Each researcher followed a similar team coaching and research approach, which we have outlined fully in our methodology

chapter. Note that some specific details have been omitted to protect confidentiality of the teams and team members.

We summarize the six key steps in the case study approach in Figure 5: Team coaching and research overview.

Figure 5: Team coaching and research overview



4. Project Activity & Findings – Catherine’s Case Study

4.1. The Coach’s Voice

This first section begins with selected notes and observations of the team coaching process. The participant’s experience, as described in their post coaching interviews, follows my account. The key stages of my team coaching process and the subsequent activities are outlined in Table 12. Relevant findings are discussed according to the key steps in the coaching and research process.

4.1.1. Agreement with Team (Catherine)

I selected a six person leadership team from a large government department for my research. Each member of the team led a different business area, and supervised direct reports. The team was a high performing team with strong workplace environment scores, including high engagement and commitment. This team was one of 22 teams who had responded to a notice that I posted on a government-wide blogging site. I selected this team as they were second to contact me, and the first to meet our team coaching readiness criteria.

I exchanged emails with the contact from the successful team to confirm interest and scheduled an in person meeting time for the team leader and myself. The team leader and I met and agreed to proceed. He was enthusiastic to participate and we mapped out an initial meeting schedule. I contacted all other teams to offer alternative coaching service options, as detailed in the methodology chapter.

Table 12: Catherine's team coaching case study timelines

December 2010	Yammer posting inviting participation in team coaching research
December 2010 - January 2011	Conversations with applicants regarding interest
January 2011	Selection of this team. Meeting with team leader. Agreement to proceed
Late February 2011	Meeting with the whole team to introduce the team coaching, set up research components, and outline pre-assessments
Early April 2011	Email from Catherine to the team re: the actions required prior to the November 28 -29 offsite. Included completion of the TDS and DISC
Late April 2011	One on one team interviews – Team summary report of feedback for team
Early May 2011	Team meeting to review the TDS and interview themes on the two questions specific to what they do well and could do even more effectively for the team
Later May 2011	2 day team launch / offsite session: Focus on team effectiveness, team charter elements, DISC, collaborative project, and peer coaching
August 2011	Team coaching follow-up #1: Half day session to choose project focus, do working agreements and roles in meetings
September 2011	Team coaching follow-up #2: Coaching on using the working agreements and new meeting structure, reinforcing positive changes
October 2011	Team leader meeting to check in on progress and barriers. Setting leadership goals to meet the team coaching goals
October 2011	Team coaching follow-up #3: Further coaching on using the working agreements, process facilitation, reinforcing positive changes
December 2011	Team leader meeting to prepare for the December team coaching session
December 2011	Team coaching follow-up #4: Process facilitation meeting for group dynamics, introduced Losada's (Fredrickson and Losada, 2005) framework.
Early January 2011	Team leader meeting to prepare for next session and discuss modelling
Early January	Team coaching follow-up #5: DISC review, check in on individual goals, progress and new goals, increasing peer supports, strategic planning launch
Later January 2011	Team coaching follow-up #6: Focus on successes. Planning for team members to do more team coaching with their own teams, generalizing learning
February 2012	Team leader meeting to prepare for February team coaching session
February 2012	Team coaching follow-up #7: Focus on sustainability: keeping the coaching alive when Catherine isn't coaching. Planning the close
Later February 2012	Team leader meeting to prepare for March team coaching
March 2012	Team re-assessment and review session: Focus on the results of the TDS, project summary, and review and celebration of team successes. Sustainability and next steps for each team member and the team as a whole
July 2012	Team leader meeting to review successes, next steps, and validate themes

Next, I met with the leadership team and provided a team coaching overview. I inquired about the team's current context, individual interests, and collective work areas. I shared information about how team coaching could help their team be even higher performing, and how team coaching would assist them to leverage their strengths to better achieve their goals. All team members were in agreement to proceed with team coaching.

I oriented team members to the research component, including my research questions, methodology, confidentiality, informed consent, taping, post coaching interviews with Jacqueline, and team leader / member validation of themes. The team signed consent forms to participate in the research; they didn't have any questions or concerns. We concluded by discussing next steps for the coaching.

This team collectively appeared to be sociable, welcoming, keen to participate, helpful, relaxed, and positive. A couple of team members were more vocal than others, although friendly and respectful. I was feeling very fortunate to be working with this wonderful team. I imagined that my experience might be similar to the positive experience I had heard other people had with them, and this might explain why they were a top team in government. When I met with them to discuss their goals they said they were open to wherever the team coaching led, and in particular thought that embedding peer coaching would increase their effectiveness as a team. This desire to learn more about coaching originated from one team member's particular interest; she enrolled in an executive coaching training program the following year.

I asked each person what they thought the team needed and wanted from the coaching when I interviewed them individually. I was reminded of what Peter Hawkins advised; "focus on what they need from one another in order to achieve what their stakeholders need from them" (Hawkins, personal communication, 7 June 2011). Jacqueline and Peter concurred that I would need to help the team identify a more compelling goal to hold their focus and participation throughout the coaching contract. With this in mind, I started the interviews and sent out the Team Diagnostic Survey for their completion.

4.1.2. Pre coaching Assessment (Catherine)

The team participated in three pre coaching assessments: individual interviews, the TDS, and the DISC. I met with the team to review the TDS team report and the collated interviews at a team meeting. At the team debrief session, the team members reflected on their strengths, opportunities, and possible directions for the two day offsite. Table 13 summarizes the key themes from the TDS and interviews that the team discussed and agreed upon.

What the team noticed about the TDS was that every score for their team was higher than the TDS norms. The team scored themselves at 4.9 out of 5 for teamwork, and had other high scores for consequential work, empowerment, autonomy, and respect. They had high, but relatively lower scores for interdependence, compelling direction, team leader coaching, and organizational support.

The interview summary revealed that team members appreciated their team, their work and one another. They told me that their team was creative, worked hard, had fun, and were innovative. Members thought an area for improvement concerned staff participation at meetings. Some individuals mentioned that the team leader and one staff member tended to engage in debates that dominated the meetings. In addition, more vocal staff wanted to hear from the quieter team members, and the quiet ones wanted to find a way to contribute more within meetings.

Everyone spoke about the team leader's exceptional leadership support and direction for their team, although some individuals complained about his desire for detailed reports. The leader was aware of this concern, and he said that that detailed updates were needed to fulfil his reporting requirements, in addition to this being the way he generally worked.

Table 13: Summary of team input from April 2011

	Team Diagnostic Survey (TDS)	Interview summary
Strengths	<ul style="list-style-type: none"> • Very high teamwork score (4.9) • Consequential work (4.6) • Empowered with high autonomy, and respect for judgement (4.6) • High effort, performance strategy, and use of knowledge and skill on team (4.5) • Well composed team (4.4) 	<ul style="list-style-type: none"> • Motivated staff • High energy and positivity • Hard working • Feel a sense of family with one another • Love their work • Adaptable • Fun environment • Meet deadlines • Commitment • Creative team • Innovative and progressive • Early adopters for change • Inviting and welcoming of each other
Gaps/opportunities	<ul style="list-style-type: none"> • Functioning as a real team, e.g. Interdependence (3.6) • Team leader coaching (3.8) • Compelling direction that is challenging and clear (3.9) • Organizational support (3.9) • Team norms (4.1) • Sharing work activities and knowledge of results (4.2) • Team leader can foster good group process, in addition to other foci 	<ul style="list-style-type: none"> • Some staff are quieter than others and do not contribute as much in meetings • Two staff dominate meeting space, usually together • Little cross functional and collaborative work • One team member isn't sure of their fit as a leader • Some staff would like the team leader to be less focused on the details of their work • Government lack of growth opportunities/ training and development • One staff is new and more uncertain of what she can contribute
Inconsistencies	<ul style="list-style-type: none"> • <i>TDS report aggregates individual surveys so it is not possible to determine inconsistencies.</i> 	<ul style="list-style-type: none"> • High performing and highly engaged branch with room to engage all staff more • One staff member more ambivalent about being on the senior leadership team, while others see her role on the team as essential • Deep appreciation and accolades for team leader's contribution, availability, mentoring, and style, with two members wanting less micromanaging

Finally, the last issue identified in the pre-assessments concerned one team member who was a technical leader. People valued his knowledge and abilities; however, the member was ambivalent about his senior team participation, and openly shared with the team that he was often distracted by his own project deadlines during meetings.

The team agreed upon two interconnected areas of focus for the coaching: developing greater interdependence, and creating a compelling direction as a team. At the time, each team member was responsible for a different business line. They thought that working together more closely would benefit them both personally and professionally. They did wonder how they would find more time in their schedules, but were keen to take on this challenge. The team chose an overall goal for the coaching based on the interview themes, the TDS results, and the debriefing conversation:

Create a compelling senior team direction through working on a new cross functional and innovative project that would potentially have broad impact across government.

The team aimed to achieve this more cross-functional and collaborative style of working by shifting to more participatory meetings, and by developing new ways of collaborating between business lines outside of meeting times. They wanted to connect more with one another to foster greater learning, connection, and satisfaction at work. I used the term “teaming” to describe their new and more fluid way of connecting. The team quickly saw the value of bringing their new style of teaming and cross collaboration into their own teams, and as a result, produced better products and services throughout their branch and the entire department.

4.1.3. Team Offsite (Catherine)

The goals, activities and team member outcomes for the offsite are summarized in Table 14 and are described next.

Table 14: Team coaching offsite goals, activities and outcomes

Session	Goals	Activities	Team outcomes (quotes)
May, 2011 Offsite	<ol style="list-style-type: none"> 1. Create a reflective & open space 2. Understand team effectiveness 3. Understand each other's styles using the DISC and games 4. Review and create team charter and collaborative project 5. Identify individual learning goals that align with the team coaching goals. Explore individual goals through peer coaching 6. Define next steps Closure / integration of offsite 	<ul style="list-style-type: none"> • Mindfulness and visualization on creating success and support to succeed • Conversation on three team effectiveness criteria, team theme song writing activity • Debrief individual and team DISC profiles, Tower game, Card game • Review of mission, vision, priorities. Discussion of values and ways of working together • Smaller group brainstorming on new project topic and goals • Individual journaling and group discussion • Peer coaching demonstration, discussion and practice session using individual goals • Action plan and review of the session 	<ul style="list-style-type: none"> • <i>I feel so much more connected</i> • <i>The DISC helped me make sense of why I take the role I do on this team</i> • <i>I understand you all in a different way</i> • <i>I appreciate what each person does or could do to contribute to the team</i> • <i>The peer coaching was great. I'd like to do more of that on our team</i> • <i>I feel good about this idea of starting a new project to be coached on</i>

Offsite Goal 1. Foster open and reflective group space

My first goal was to create an open and reflective group atmosphere that engaged everyone. I incorporated activities at the beginning of each day that were designed to facilitate this goal and matched the creative and imaginative nature of the team. Beginning of the day activities included: mindfulness, visualization of strengths, and reflective exercises. After reviewing the

agenda, I led the team through an exercise on recalling a time that they felt supported to succeed in their life. The team shared powerful stories, many of which others had not heard before. I facilitated the discussion to ensure that disclosure led to openness rather than excessive vulnerability, all the while keeping in mind the work-based context. This exercise and participants' discussion about expectations for the two days set the stage for greater transparency and trust.

Offsite Goal 2. Understand team effectiveness

Hackman and Wageman (2005) list three criteria for team effectiveness, as described in the literature review. In summary, the team gets better at working together every time they do so, team members benefit and grow personally by being on the team, and their clients or stakeholders receive a product/ service that is as good or better from the team each time. We discussed these three criteria in relation to their team. The team concluded that their goal of creating a compelling senior team direction, by working on a new cross-functional and innovative project, would increase their effectiveness in all three areas.

The team wrote a creative team song as an exercise designed to foster team identity and cohesion. A secondary goal for the song writing was to encourage individuals to step out of their own comfort zones and to experiment with working together in a new way.

Offsite Goal 3. Understand each other's styles using the DISC and games

My third goal was to assist the team to understand their individual and team behavioural styles using the DISC. Team members described that the DISC helped them depersonalize some of their team dynamics, and better appreciate different colleague's styles. For instance, the team leader used his profile to explain why he needed staff to share both their conceptual plans and the operational details. Another person could see in the team profile how different her profile was and how her particular style left her feeling like the naysayer on the team. Other team members saw how they could contribute more of their strengths to the success of their team. I asked questions such as:

Does your profile fit with who you know yourself to be?

Is this how you show up at work?

Who is adjusting the most from their natural style?

Who are you most like...least like?

What do you want to do differently now that you have read this?

I led two team building exercises to reinforce and illustrate how they uniquely contributed to, and functioned as a team (e.g., a creative tower building game, and a strategy based card game). Overall, their profile results and the games highlighted the individual and team's preferred ways of working. The team discussed how hearing more from a couple of the quieter individuals would benefit their decision making because they would draw on more diverse opinions. Team members reflected on what they learned and decided what they wanted to change.

I could see that this team was strongly interpersonally focused, and that fit with my style. Their DISC team profile and mine were matched. I was cognizant of my ability to easily join them in their team style. Thus, I needed to stay focused on where I might miss something they needed because of my own style preferences. I did reflective writing about my process during the coaching and debriefed with Jacqueline after sessions.

Offsite Goal 4. Review and create team charter

My next goal was to help the team define a coaching focus/ challenge that was critical for their success. We first reviewed team charter components that they had already developed: their mission, vision, and priorities for the year. The team expressed pride in their ongoing successes, recognitions, and the contribution they made through their work. At this time, the team did not feel a need to create new working agreements so we briefly reconfirmed existing agreements, and reviewed roles and responsibilities. The team then brainstormed possible cross-functional projects to be coached on that would necessitate them working together in different ways.

We spent time discussing the link between working more collaboratively and cross functionally and performance outcomes. I had in mind what Jacqueline and I were discussing from Hackman and Wageman's writings and our consultations with Peter Hawkins; it is this focus on improving performance that perhaps most differentiates process facilitation and team coaching approaches. So I asked coaching questions such as,

How will working differently improve the services you provide?

What difference will your clients see as a result of becoming more cross functional?

The team leader described how he envisioned that this new way of working together would create a stronger team and greater business results. He believed that each business line could contribute more to the other lines by linking with one another earlier on in the project planning process. They believed that they would have more success learning to work collaboratively and cross functionally by creating a new project, rather than focusing the team coaching around their ongoing work.

The team worked hard in the two day session to come up with a project that would propel them to work outside of their expertise areas. The team agreed upon two project ideas, then decided to wait for their soon to be released Workplace Environment Survey (WES) results, before selecting a final project.

Offsite Goal 5. Identify individual learning goals that align with the team coaching goals.

Explore individual goals through peer coaching

An additional goal for the two day session was to foster structures and supports that would help create the team's desired changes. I introduced peer coaching for three reasons: i) the team's initial request for joining my coaching research project was to learn and embed peer coaching skills on their team, ii) the literature highlights that peer coaching is a strong form of coaching that supports team effectiveness, and iii) this team was highly relational so creating structures to connect and support one another aligned with a natural team strength. I taught the group the CLEAR coaching model (Hawkins, 2011), demonstrated coaching, and had dyads practice these skills. Each team member was guided through reflection before the practice

coaching with each other to help them set individual leadership goals that would help them best achieve their team goal.

Offsite Goal 6. Define next steps / closure / integration of offsite

Finally, in keeping with strong coaching practice, we summarized take-aways and documented clear agreements on next steps. Some of the take-aways at the end of the two days were:

- *The DISC helped me make sense of why I take the role I do on this team.*
- *I feel so much more connected.*
- *I understand you all in a different way.*
- *The peer coaching was great. I'd like to do more of that on our team*
- *I appreciate what each person does or could do to contribute to the team, and*
- *I feel good about this idea of starting a new project to be coached on.*

Before the next coaching session, the team agreed to review their WES scores, invite everyone to participate more in future meetings, and to continue connecting with each person on the team outside of the team meetings.

4.1.4. Team Coaching Follow-up Sessions (Catherine)

Goals for all sessions were to: invite the team to create the agenda, create momentum, foster positive change and accountability, review actions and progress, foster learning through reflecting on the way they worked together on the team project, and create actions items and next steps. The goals and activities for each of these sessions are outlined in Table 15.

Session 1: Creating momentum

The team had several key deliverables and project launches which delayed the first follow-up session. Additionally, the team wanted to wait to review the upcoming WES results and ensure that everyone was back from holidays. It was over three months before we met again.

Table 15: Middle and closure session goals and activities

Session date	Additional goals	Activities
1. August 2011 (half day)	<ul style="list-style-type: none"> • Review DISC styles • Decide on new project • Create working agreements • Create success measures 	<ul style="list-style-type: none"> • Mindfulness and check in on a time “you felt stuck but found your way” through • Process facilitation to reinforce positive changes • Team leader review of DISC with team • Discussion: <i>What project will help your goals and performance? What is the ongoing role of coaching?</i> • Team leader facilitation of working agreements activity and new meeting format plan
2. September 2011	<ul style="list-style-type: none"> • Request feedback to enhance coaching 	<ul style="list-style-type: none"> • Check in / process facilitation to reinforce positive changes • Coaching on the project: <i>“What makes your project product exceptional?” How are you working differently together? What is changing?”</i> • Coaching on using the working agreements and new meeting structure
3. October 2011	<ul style="list-style-type: none"> • Reinforce working agreements 	<ul style="list-style-type: none"> • Solicit team input into agenda. • Process facilitation meeting for group dynamics • Explored recent conflictual incident
4. December 2011	<ul style="list-style-type: none"> • Team to set agenda before the session date • Introduce team positivity research 	<ul style="list-style-type: none"> • Check in: what’s going well and what needs work? • Process facilitation to reinforce positive changes • Explore Losada’s (Fredrickson and Losada, 2005) framework as it relates to their team
5. Early January 2012	<ul style="list-style-type: none"> • Review DISC • Reset personal goals, elicit team support • Clarify success measures 	<ul style="list-style-type: none"> • Presentation by each team member on their DISC style • Facilitated review of team profile • Set up team huddle
6. Later January 2012	<ul style="list-style-type: none"> • Understand how to generalize learning from team coaching 	<ul style="list-style-type: none"> • Focus on successes and harvesting the learning. • Planning for team members to do more team coaching with their own teams
7. February 2012	<ul style="list-style-type: none"> • Focus on sustainability and peer coaching • Learn what the team would like for closure 	<ul style="list-style-type: none"> • Focus on sustainability: discussion on keeping the coaching alive when Catherine isn’t coaching • Planning the close • Set up ongoing peer coaching
8. March 2012	<ul style="list-style-type: none"> • Closure, celebration, integration, next steps for individuals and team 	<ul style="list-style-type: none"> • Focus on TDS results and celebrate team success • Discussion of sustainability and next steps for each team member and the team as a whole

We began in similar fashion as the first session with a mindfulness-based visualization. This time the team was asked to recall a time they felt stuck, but made it through. I was kick starting the coaching after a time lapse, but also preparing the team for the change journey that can be smooth or bumpy. I couldn't predict what the coaching would be like for them individually or collectively. I wanted them to stay focused on their compelling purpose for doing this project and the coaching, and resolve to see it through, no matter how challenging, overwhelming, or underwhelming it might feel at times. Every person shared a powerful story where they felt proud of themselves.

We then discussed the question: "What are some positive signs of change since we last met?" This is a solution focused coaching technique that highlights and strengthens changes. The team reported:

- Generalized appreciation of working as a whole team with a compelling direction. Team members started integrated meetings with their own teams.
- They reported speaking about their DISC style and having / demonstrating more awareness of others' styles.
- They were connecting more often in person.

The team reported other positives: they achieved higher than average WES scores and launched a new innovative initiative with great success and accolades. They had worked hard to pick a new project, which allowed them to work differently together.

I facilitated some planning pieces: asking,

Who do you need to be to achieve success in this project?

Why does this matter to you...your team...and the people you work for?

A team member in the group facilitated a conversation on roles and responsibilities, timelines, outcomes, and outputs. This, along with a further discussion of DISC roles, evolved into a team decision to change their ongoing meeting structure. They wanted to ensure that

everyone's voice was heard and that they would benefit from every "style" participating in discussions and decisions. The team agreed to meet monthly in the mornings when they felt fresh, with a rotating facilitator who would post their new "Rules of Engagement" at each meeting.

The session ended with a brainstorm to envision their future, and think further about what they hoped for in the coaching and this project:

- *We do so much for others. Let's make a difference for our team this time.*
- *Focus on our team not the larger unit; however have an impact on the larger unit.*
- *Create more team synergy.*
- *Better process. Better results.*
- *Be doable and switch up roles and responsibilities.*
- *Be engaging and compelling.*
- *Add to sustainability (we are at the top of our game but some will retire or move on sooner or later).*
- *Not just blue sky.*
- *Strengthen this team as leaders.*
- *Do this to unite us.*
- *Draw on each other's strengths.*
- *Develop capacity that is out of our box.*
- *Develop enhanced relationships. Understand and draw on each other's strengths and fill in the gaps.*
- *Get to know each other more.*
- *Pick a contained project scope for the coaching.*
- *Become more integrated: "people who work together even when they don't have to."*
- *Work more closely together which makes us and what we achieve even greater.*
- *Get a better perspective on everyone's leadership style.*

Sessions 2 to 7: Putting It into Practice

Session 2

In session 2, I began with a check in with the team on successes and challenges since the past meeting and then coached the team to reinforce their goal of equal participation in the meetings on and their project. They were actively doing research for their project and were indeed convinced that it was leading edge across government. They were on track with timelines. We ended with a check out, where they all positive about their improved teamwork thus far and the value of the meeting.

After the second team coaching session, I began meeting with the team leader individually. These sessions helped us: prepare for the team sessions; gave me more feedback on what was working and still needed focus; and allowed me to support the team leader to lead changes in between and during sessions.

Session 3

I engaged the team with a check in, invited their input into the agenda, and then requested feedback at the end of the meeting. In the check in, the team continued to describe working differently in meetings and starting to connect outside of meetings. They spent more time in joint project planning meetings, and started to hit some bumpy patches with one another. We debriefed one of these times when the team leader and a staff person fell into a familiar pattern and debated with one another in a way that felt uncomfortable to others. The team described having difficulty keeping their new working agreements front and centre. Had they followed their agreements, others would have addressed the conflict, ensured everyone spoke, and kept the meeting on track.

The team initiated new decision making processes to create further balance and equal participation on their team. I also introduced an additional team huddle to check in midway through meetings on what was working and what needed changing to help break up patterns.

*Let's pause and take a half time break. Can everyone please answer, what is one thing that you think has worked well so far, and one thing that could be improved?
Now let's leave discussing what you've said and keep going with the meeting*

Session 4

In this session, the team described individually feeling tired and busy. They were, however, excited about the turnaround for their project, whereby one team member reconceptualised their project and “it all made sense”. They were pleased with his thinking and their project as a result. We discussed what they each did to make this turn around happen which included expressing their thoughts and feelings more than they use to do.

I gave an overview of Marcial Losada's and Barbara Fredrickson's (2005) positivity research (successful team ratios on positive / negative, self / other, and inquiry / advocacy dimensions). The team appreciated this fresh topic. We had an energized and dynamic conversation on how their team scored on these three dimensions, why they matter, and how this related to their work.

If you were to rate your team on these three dimensions, where do you think you stack up? What would take you one notch higher?

Session 5

Session five was an additional session that the team requested to review and strengthen the changes they had made in how they worked together, and prepare for their strategic planning session. We reviewed the DISC at their request. Individual members described their style to the others and I reviewed the team profile. Many team members thought they had made progress in understanding each other since the first time that they saw their team profile. Mid-way through this session, we discussed and decided upon their measures of success. The team said:

- *We will continue to connect across program areas after the coaching is done.*
- *We will continue to pay attention to group process and build in meta conversations to every planning session.*
- *We will forge relationships with each other and integrate areas to ensure better business outcomes. It becomes second nature to reach out to one another and gather input around decisions and programs. This is essential going forward to high performance.*

In order to keep peer support active on their team, to build success, and to foster accountability, I regularly asked team members to elicit support from others:

What are you committed to doing?

How can the team support you with your goal?

How will they know you need support?

Session 6

By session six, the team coaching focus was on team members integrating their learning and applying coaching to their own teams. For this coaching session, the team took charge of preparing the agenda ahead of time and facilitating the overall meeting. Several members discussed wanting to coach their own teams when they were asked how they would apply what they had learned in coaching. They hoped that each of their team members would take a more active role in meetings and with one another. They stated that all of the coaching had been useful and they could not think of anything they would have excluded. They described feeling more confident about coaching their own teams as a whole unit, in addition to coaching their team members one on one.

Session 7

In this session, we focused on keeping the team coaching alive and began closure. The team reported many successes, although they were having staff challenges. We talked about:

How can you continue to apply what you have learned in team coaching with your own teams?

Near the end of this session, the team decided to set up a peer mentoring/coaching network on their team to share successes and issue as supervisors. Finally, we planned their final coaching session and celebration for their team.

I asked:

What would you like to do together to celebrate and acknowledge your success?

What creative ways of celebrating come to mind?

I heard from several individuals that they wanted to appreciate their accomplishments and feel appreciated.

4.1.5. Team Re-assessment and Review / Closing Session (Catherine)

One team member was out of town and unable to attend due to a family situation. Throughout the day the team imagined what she would say if she were there.

We started the closing day with reflecting on:

What was meaningful to you in this year, at work and in your life?

Team members reported personal milestones as well as professional highlights and successes. I read their original vision and goals for the coaching back to them, for them to track how much they had achieved. I also read an acknowledgement letter from the Director of the Public

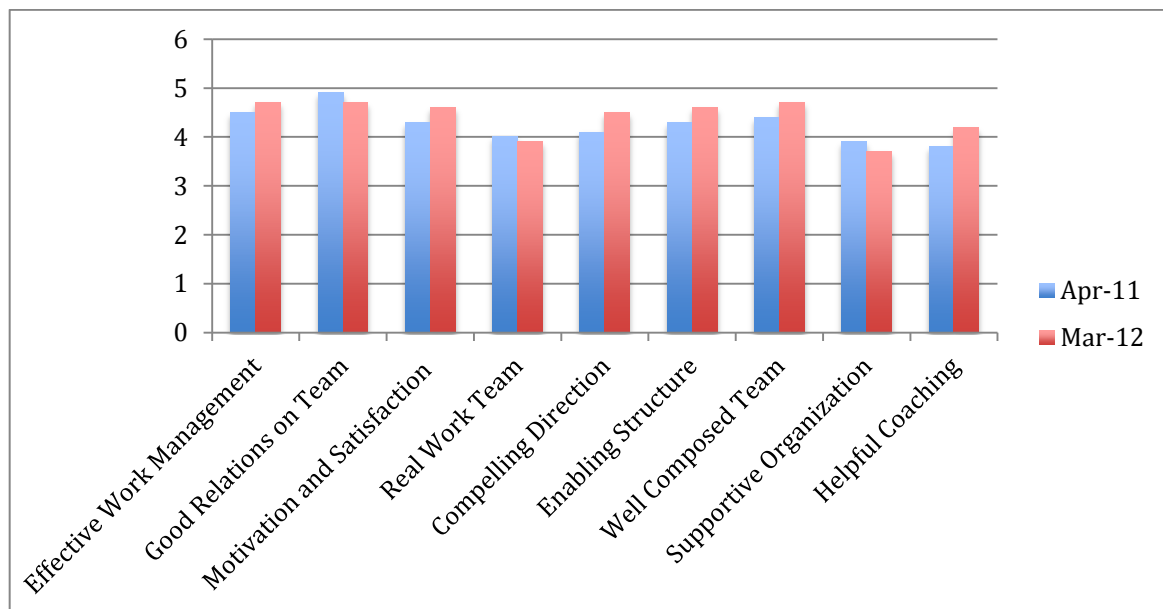
Service Agency that acknowledged their courage to engage and excel through team coaching, and thanked them for their many innovative contributions as a team across government. From here, we did some team sculpting to physically enact where they started as a team in the coaching, where they were now, and where they were headed. The changes that participants perceived in themselves and their team included: increased empowerment; greater participation, and unconditional support for whatever people saw as their next career steps.

We then reviewed the pre and post Team Diagnostic Survey scores to see how they made sense of their changes. The team interpreted their own pre and post scores; I did not interpret the scores for them. Six of nine scores had numerical increases and the team was pleased to see this, interpreting the scores as confirmation that they had created a more compelling direction and enabling structure; two goals of the coaching. They were curious about the small shift downward on the team score for “good relations on team”, and decided this was close to the high pre coaching score. Because they were a high performing team to begin with, they felt there was less room to move up to the top of the scale. We didn’t spend too long on this topic as they were happy with their scores; the scores mostly confirmed what they already knew. Figure 6 summarizes the team’s pre and post TDS results.

We also explored what they thought and how they felt about their team positivity ratios (positive / negative, self / other, and inquiry / advocacy ratios). The team concluded that they would rate themselves higher on all dimensions and attributed this to their changed meeting structure and working agreements. They also noted that they had a stronger appreciation for what each other brought forward regarding the positive and challenging aspects of issues and their different work styles (DISC).

**Figure 6: Team Diagnostic Survey (TDS) pre and post team coaching results
for Catherine's team: April 2011 compared to March 2012**

Question category	April 2011	March 2012	TDS Norms
Number of team members	6/6	6/6	
Effective Work Management	4.5	4.7	3.63
Team Member Relationships	4.9	4.7	3.85
Motivation & Satisfaction	4.3	4.6	3.96
Real Work Team	4	3.9	3.97
Compelling Direction	4.1	4.5	3.86
Enabling Structure	4.3	4.6	3.61
Motivating Team Task	4.4	4.4	3.81
Well Composed Team	4.4	4.7	3.64
Supportive Organization	3.9	3.7	3.33
Helpful Coaching	3.8	4.2	3.29
Average	4.26	4.4	3.6



We had some fun enacting how the team had changed. Two members led a creative exercise to develop a movie script that documented the team coaching experience. They came up with super hero names that typified and magnified their unique talents. They created a mock script that recreated their challenges over the year (both internal and with stakeholders), their successes, and of course, in the end, their ability to save the world. It was playful, creative, and energized.

It was time to talk about what was next for their team. They summarized the project on which they were coached, and their learning from working on it. They were in the final stages of completing this project and saw launching it as their next team goal. They were confident that it would be successful. They also had started many other innovative team initiatives that continue even today.

I facilitated a conversation about what was next for each of them as individual team members, and what they needed from the team moving forward. I encouraged and drew out what I suspected was an underlying theme for some: readiness to move onto other roles on / or outside of their team. Many members talked about next career steps outside of their current team. The conversation between them was candid, authentic, and deeply supportive. We closed this final session with meaningful sentiments written on stones that would remind them what they individually and collectively took from the coaching. We ended the day with a celebration of their achievements.

4.2. Interview Findings: Catherine's Team

After the coaching was finished, my research partner, Jacqueline Peters, interviewed the team about their experience of team coaching. I reviewed six hours of transcribed interviews to conduct a high level review of possible themes. Table 16 provides a summary of the post coaching interview themes. These themes highlight participant's insights into key turning points, business impacts and changes, coaching value, and overall team effectiveness changes. Appendix J provides the comprehensive list all of the significant quotations from all of the participant interviews; these are listed in theme categories and are identified by participant.

Table 16: Summary of post coaching interview themes

Research question	Catherine's team themes
1. What are the participant's significant meaningful experiences or turning points during the team coaching?	<ol style="list-style-type: none"> 1. Style assessments (6/6) 2. Collaborative project (3/6) (order in paper) 3. Working agreements and participation (6/6) 4. Team member participation (6/6)
2. What changes do the participants feel they made in: <ol style="list-style-type: none"> a. the business; and b. their effectiveness as a team as a result of the team coaching? 	<ol style="list-style-type: none"> 1. Personal learning and change (6/6) 2. Participation and rich dialogue (6/6) 3. Authentic relationships (6/6) 4. Impact outside of the team (6/6) 5. Collaborative business products (5/6) 6. Peer coaching (4/6)
3. What are the implications for practice from what participants identify as most and least valuable to them in our leadership team coaching process?	<ol style="list-style-type: none"> 1. Coach's manner and actions (5/6) 2. Coaching skills and components (5/6) 3. Team leader modelling (5/6) 4. Style assessment (5/6) 5. Offsite days (4/6) 6. Check ins (3/6) 7. Just in time coaching (3/6) 8. Thoughts about the future (3/6) 9. No consistent least valuable theme (6/6)
4. Does team effectiveness change after a six-month period of team coaching?	Yes, the overall team effectiveness improved as revealed in the responses for research question 2 and the team's interpretations of their TDS results.

I discuss these themes and comments from the participants next.

4.2.1. The Participant's Voice

I think the process of embedding what we wanted to achieve or how we wanted to be into our team meetings was both critical and eye opening. We had to actively practice the things we said we wanted, which exposed us to 'walking the talk.' It was a great learning experience for everyone in the team, and the changes have taken hold in how we are together.

The Context

This high performing senior leadership team requested team coaching to continue learning, growing, and upping their game.

We were a top team work unit before we did team coaching and we got in the game so that is the good news... What happens if when you are on top and we keep thinking of pushing that envelope because it becomes the baseline though...you can never rest on your laurels – and we never do –it's like this is how it is and now what are we going to do? We continue to sort of push ourselves.

Based on their own perceptions and my feedback at the beginning of the coaching, they chose to focus their efforts on increasing integration across their team. They hoped this would increase their already high engagement levels, and enable them to produce exceptional services and products. One member described the current senior team structure as follows:

[The team leader] may have had a really good understanding of each of what we were doing because he had bi-weekly meetings with each of us. From a group perspective we didn't have quite the same inside view, short of just having social engagements where we would get to that part of it.

At the two day offsite the team reviewed components of their current team charter and explored individual and team DISC profiles. They further explored what integration meant to them, which was to increase teaming across their five business lines and try on new individual

roles that were outside of their expertise or comfort zones. They were looking forward to connecting more, and learning from, one another.

Team members participated in a number of activities at the offsite to explore their current team dynamics and team functioning. They learned about peer coaching and individuals set personal goals through a peer coaching session. Team members were very willing to participate, learn, and grow.

If we didn't have Catherine as a team coach, I probably would have continued to wait and see how my role in the team would play out... But with the team coaching and the day with Catherine, I felt that this was an opportunity for the team to interact differently with each other, especially in meetings.

Research Question 1: What were the participant's significant meaningful experiences or turning points during the team coaching?

Theme 1: Style assessment (6/6)

Team members reflected back on different parts of the offsite; however, the most meaningful experience and turning point came through understanding their DISC profiles. All members referred to DISC related concepts throughout the team coaching process.

One of the biggest turning points was the DISC profiling... I came to a realization that [this team member] is not likely going to change. She is who she is. So what I need to do is stop focusing on making her more detail and process oriented and realize that to support her for success she needs the team underneath her to have that quality. So I've done a bit of a 180 on that...everybody excels in their own way.

To see my disc profile basically far off on the analytical side of things and everyone else on the team was in that harmonious S and the I quadrants, whereas [other member] and I were in the C quadrant. The adjustment was very interesting as well; where people are at and where they are adjusting to. Because some people are where they want to be and the role they have really suits them. It was good to see a portrait of it – my own portrait personally.

They felt that the DISC fostered greater appreciation for their own strengths, needs, and that of other team members. The DISC framework provided a vehicle for them to share personal thoughts in a safe way.

I think we were talking about our DISCs and where they came from and really, truly opened up about the type of people we are and how that relates to our profile. It was very insightful and brought us all closer together – again that whole relationship thing.

Theme 2: Collaborative project (3/6)

The team decided to begin a new project on which they could work in an integrated fashion. Near the end of the offsite, the team decided to postpone choosing this project until the 2011 Workplace Environment Survey (WES) was released. With their WES results in hand, they designed an innovative business project that took staff feedback into consideration and would have impact across their ministry. They knew that they could over focus on delivering a worthwhile product so they wanted to keep reminding themselves that their other goal was to create more cross-functional and integrated ways of working. Several team members expressed positive sentiments about the project. However, one team member thought the project was not an ideal coaching focus because it wasn't fully completed by the time the coaching ended.

Through our Workplace Environment surveys we've gotten some feedback from folks on what they are looking for. Our project...is really going to be skookum...There will be involvement from all of the group [whole branch].

We talked at the beginning to have those two goals: integration and to get this tool done obviously, but then we went to where we were comfortable. We were focused on results. We wanted to create this tool we want it to be the best tool possible. It started in the branch; expanded to the ministry maybe it'll go corporate. That's how we work. That's how we do things all the time but the other second part of it – the integration part of it – how do we work together better and we weren't paying attention to that at our regular meetings. So then we started.

Theme 3: Working agreements and participation (6/6)

The team leader ensured that the team carried out their commitment made in team coaching to work in a more integrated manner. The team booked a series of new meeting times for them to work on their new project. The team leader wanted everyone, including himself, to participate as equal leaders on this project. As the team began to work more closely together, their current relationship patterns were heightened. The team viewed events and processes that changed these patterns as key turning points in the coaching. In particular, the team talked about how important their new working agreements were for creating more effective meeting structures, roles and decision making. They were diligent in bringing them out each meeting and trying to follow them.

Having the document in front of us reminded all of us that if certain decisions can't be reached by the team, then we would go to [the team leader] but most of the time after that, we were pretty much more vocal about our stand on some of the things that we talked about.

The working agreements set up expectations and structures for team meetings that supported everyone to participate and contribute what they could. For some members that meant pulling back more, for others it meant coming more forward with their perspectives. The team called this “weighing in”.

The other thing is weighing in, but of course we are all sort of on to it now, even if I haven't weighed in someone is going to ask me pretty soon. It was something that originally felt uncomfortable for me. Now it's like I'm totally supportive of that – I was processing. Now I know that I'm going to be asked so I may as well be mindful of that type of thing. I think that is the thing that has changed most for me.

Change took root over time. Sometimes project meetings were more frustrating as they learned to work together in new ways. Having a long break between the first coaching session and the second was unfortunate, and contributed to the team struggling.

It was frustrating actually, the amount of struggle we would have at the beginning of each meeting. We kind of tried to sort out what it is that we were trying to do and get everybody on the same page and tend to our team dynamics. It was a little bit

daunting and I think trying to be in a new way is a bit of a stretch.... I think we had a few meetings where we spent most of it squabbling, which is kind of funny– that’s part of the process. I was definitely feeling frustrated that we weren’t moving forward in an easier way.

Over a few months, meetings included both challenge and momentum.

It seemed like when we first started working on our project, the first half of working on our project or so, we would have to argue for 20 minutes before we could actually get to a good place...The other thing that I found was that...there would be some kind of breakthrough and we could all agree and move forward with the work and there would be a little bit of momentum; perhaps at the end.

One turning point that everyone spoke about involved a particular meeting and relationship pattern. The team was trying out new roles and processes such as rotating facilitation, check ins, check outs, and supporting everyone to weigh in, but they found it hard to change the old dynamic. In the meeting, two vocal team members dominated and engaged in debate, as would commonly occur for them. Some individuals “froze” or “hoped it would resolve itself” and began expressing their discomfort with this exchange in one-on-one conversations after the meeting.

There was one meeting in particular where it felt like our two vocal members basically went at loggerheads with each other and the rest of us kind of went “aaauuuggghhh” at the table...That had gone too far. We have to pull our team together and make some progress on what it is we are supposed to be doing and how we’re doing that together.

Individuals recounted and interpreted this event according to what they remembered, interpreted, and based on their own emotional response. Team members described this particular interaction in various ways, such as a “difference of opinion,” “heated conversation,” or “going at each other”.

You just start talking about [what happened] outside of it. Hey what do you think? Did that make you feel comfortable? I think that was a turning point when they had one of those personable moments and they starting taking about what had happened

and everyone started to express what they felt. That was important. I think everyone did.

The team brought up this incident at the next coaching session two days later. Each person shared their experience and perspective. We conversed about how they were in a change process where people start to think about differently but may not translate that into action at first. Having reflected on this meeting, the team now was clear and motivated regarding what they wanted to change and knew change takes time.

... it's hard to get to a better place without having that conflict and working through it, rather than stuffing it in the corner.

Because one event in and of itself is not going to really – it may change the way you think about something but it won't actually change behaviour. Whereas that prolonged coaching through the trials and tribulations of actually trying on a different way of being in yourself and with your team – I think that is part of the process that I've noticed.

During later team coaching sessions and their conversations with one another, members realized this dyad pattern wasn't right or wrong, it simply wasn't effective or serving them well. Two members wondered if it was the virtual team format that set the stage for heightened misunderstandings. Another two noted that they were newer, so less likely to comment. Several people commented on being quieter or slower to process thoughts and feelings before sharing them. One member didn't mind the exchanges. The two vocal members were comfortable with their own exchanges, but less comfortable knowing that others felt uncomfortable. They also felt frustrated that they weren't hearing more from those who were quieter. The whole team saw that their team dynamic needed to change and they all had a part in changing it.

Eventually everyone became more comfortable with the fact that they blew up from time to time. It was never meant in a negative manner; they just have a very expressive difference of opinion and they go back and forth and when the two of them do that it excludes everyone else. Eventually everyone started to talk whenever they would have at it, but that took a while.

After this one important interaction, the team began to all weigh into team discussions more. Over time, the working agreements that they had pulled out every meeting were now second nature. If someone missed carrying out their team role for that meeting, such as ensuring everyone spoke, then someone else naturally jumped in. Everyone took accountability for the whole team process.

We have a team that is perhaps a little more balanced in terms of equal voices, equal space and equal time. It's never going to be perfect - but I definitely see some strides in that area. It's been a very good experience from start to finish. I think we started out doing that very intentionally and almost forcing different people to take on different roles and now it's happening naturally.

Theme 4: Team member participation (6/6)

All team members spoke about another team pattern and significant turning point for the team coaching. One newer member didn't regard himself as a full member of the senior team and participated less in group discussions, while everyone else hoped he would step more into his leadership role.

Part of it was that he was always quiet. We always had to prompt him to say "what do you think?" and he would often say, "You guys don't want to know what I think because I don't agree".

Everyone mentioned a time when this team member used his analytical thinking skills in a participatory way and solved a team project issue. This particular meeting represented him "joining" the group.

So I think that was a part of it; that he finally found that freedom and confidence to do it. I just felt that people accepted him for who he is and recognized that he had those skills outside of the technical realm.

This other answer he gave, was not a technical answer. It really evened the playing field. That's what I got out of that. I came out of that feeling that everyone was equally respected and recognized that they had something to contribute outside of their own field of expertise.

The team member himself recounted his decision to join the group more. His description aligned with what others saw and felt.

It was to my own benefit to try and figure out if I truly do believe and feel that I belong to something. It's a nice feeling to be part of something.

It's the I/we thing and feeling of being more a part of something. Not always having to do it on my own.

Research Question 2: What changes do the participants feel they made in:

(a) the business; and

(b) their effectiveness as a team as a result of the team coaching?

Theme 1: Personal learning and change (6/6)

Individuals shared personal learning journeys that were different for each of them. Through peer coaching and their own efforts, individuals described pushing the edges of their comfort zones, learning about themselves through feedback, and experimenting with new behaviours. This self exploration led to increased personal and team capacity. Personal turning points included seeing the impact of their behaviour on others, expressing discomfort, moving from “I” to “we”, focusing on peoples’ strengths vs. challenges, feeling more confident and able to throw out opinions, letting go of a team role (e.g. the naysayer), and risking coming forward more. There were team elements that individuals thought helped to foster change: trust, openness, sharing and connecting, understanding, feedback, and authenticity.

Kind of nice having both individual awareness and then awareness of us as a team and how we can kind of play with that dynamic a little bit.

*It takes so much energy to be different people or different parts of you.
I'm learning to change the way I view things. It's not overnight.*

It's the I/we thing and feeling of being more a part of something. Not always having to do it on my own.

Theme 2: Participation and rich dialogue (6/6)

This team worked diligently to recognize their inherent tendencies and strengths, and improve their contribution to the team as a whole. By the end of the coaching, they had achieved full and balanced participation in meetings, which resulted in richer dialogues and informed decisions.

Before I just listened and observed until I thought of what I wanted to say. But now when I have a question in my mind, I just say it. I don't hold back. Before I used to hold back.

I think the team coaching really helped to have their voices fully become an equal part of our team. Even the members who, perhaps, had been around a little bit longer – a couple of those vocal members experimented with stepping back a bit and allowing a bit more time and more space for the perhaps less vocal members, whether they very new members or existing members, so everyone through the process.

Our last few meetings, we only meet once a month, the last few have just been phenomenal. We come to consensus, we hear everyone at the table.

Theme 3: Authentic relationships (6/6)

Over the team coaching period, individuals risked personal disclosure and developed greater trust within their team. This led to more candid conversations. Many members also commented on the value of their one on one interactions with other team members and how important it was to them that they knew each other at a personal level.

I think we are more authentic and that's where people are feeling much more comfortable to be who they really are and learning to express that in a number of different ways.

Everyone is more open with each other. Catherine asks where you envision yourself in a year's time and everyone is at a different point in their lives – those sorts of discussions can come out now. That probably wouldn't happen before; fear or intimidation, fear of scrutiny or whatever. It's good that everyone will be very open with each other.

Team members felt closer to one another and regard their relationships on their team as a gift.

We've talked about some heartfelt things that typically wouldn't come up. We let others into who we are as people. We are more than just the people we are at work and you might get that with one or two colleagues, but not all at the same time. It has been a gift.

Theme 4: Impact outside of the team (6/6)

Team members saw value in what they were learning at the senior team level and started applying it to their own teams.

One of the goals for us as a team was to promote integration and I see that with the projects that are coming out now. Because there is more integration at that senior team level it is starting to trickle down. We had an all team meeting yesterday where we highlighted all of the excellent work that is being done and almost all of it is from most of the different areas of the branch working together to do this work...I think having that relationship and bond at the senior team level really helps to promote that integration with other members of the larger team... Of course once they get it, then their team members get it.

Being able to use technology and doing lots of check in, how's it going, how are you feeling, what's working that type of thing. I'm going to get together and have my meetings with them separately but also have the group together so that they integrate as well; to kind of cascade in that approach.

Outside of the team coaching, the team leader was seen as influencing upward through his cross ministry initiatives. One staff member appreciated her team leader's impact within their department.

The team leader has a lot of influence in our executive senior management team for our division – at that place there is more in the way of integration happening – it's got its tentacles. That is great to see too. Invariably you'll have certain financial folks do the financial thing, and the human resources folks do that kind of stuff and now instead you are starting to see that overlaying.

Theme 5: Collaborative Business Products (5/6)

By the end of the team coaching, the team was seeing the fruits of their labour. They were proud of their accomplishments, and indeed had “taken it up a notch.”

I suppose we are a pretty high functioning team regardless, so like to take it up to the next level, I suppose was one of the team expectations. I think we delivered on that.

The team had changed meeting and decision making patterns, readily sought each other out, and were thinking “as one.”

We went over all of the projects that we’re doing for the year and I noticed a huge difference... This year was the first year that I didn’t hear or see that little bit more of a siloed thing – these are our projects or whatever. Good example, in previous years, [one leader] would always be saying you should put that in my column because we’ll be involved– and other people would be saying that... There was not this sort of, this is going to impact me and that is going to impact me – they saw it and understood it but it used to be more in a negative way. Now they look at the whole picture... I said this is the first meeting that I’ve had on this project list that I truly believe you looked at this as one. That’s the growth thing. Would there be a piece in the coaching the last year that I’d say oh well that’s what turned them? I think they are just thinking differently. They are thinking more as one.

I can say, “Hey there, we’re working on this, what do you think would be the best way to do this?” So we will bring all of our people together to kind of work on the solution from the visioning point of view rather than the “Oh we’re going to create this program and then right at the end we’re going to go to [this other team] and say make this happen.” It feels like people are getting drawn in and that there is more integration happening from the visioning part of the project through to completion.

The team described that their new integrated approach was leading to producing higher quality work on their senior team and across their branch.

I feel integration is the way to go. If you can have people be harmoniously at the same table even though they bring really different perspectives, the end product is going to be superior because it’s going to resonate with all people.

But ultimately when you get to the end and you get a finished product that is so far superior to anything that has come out of this branch previously, it’s worth butting

heads and I think people can see the results...I think the team coaching has absolutely been part of that process.

Theme 6: Peer coaching (4/6)

The team planned to sustain the changes they had made in coaching through new, integrated ways of working as a team. In particular, the team all ensured their meetings encouraged connection, equal participation, and deeper dialogues.

To have a really rich dialogue within the team- those roles need to be attended to and that happens very naturally now.

Peer coaching began at the offsite and set the stage for members to continue connecting personally and on work-based topics in a formalized group structure.

Catherine demonstrated how to have a coaching conversation, then we actually did peer coaching as well – which is a lot more difficult than we'd each expect. I think the coaching conversations absolutely – both the ones that she demonstrated and the ones we did with our team members. That really stuck with me because it's great to just be able to open the doors and it doesn't have to be work related and really getting into listening intently to someone on the team. I still carry that conversation with me.

We said that after this is done – with Catherine and the project that brought us into this – after that is completed, we don't want to lose it, we want to continue to have meetings where we are coaching each other, so just talking about things that are happening within our line of business that the other people might not be familiar with or working with and be able to help each other resolve some of the issues and coach each other into helping them find solutions to things that they are facing.

Research Question 3: Which elements the participants felt were most valuable and least valuable to them in our leadership team coaching process?

Most valuable:

Team members gave feedback about what was most valuable in the coaching. Most members spoke about four themes: appreciation for the coach's manner and actions, valuable coaching skills and components, team leader modelling, and that style assessment facilitated insight and change. Additionally, some members commented on the value of the offsite days, check ins, and just in time coaching. There were a few comments about the future.

Theme 1: Coach's manner and actions (5/6)

The team described connecting with Catherine, and describing her as a good fit for their team. They valued her presence, passion for their team, and skill.

Catherine's presence was a stabilizing force throughout as we navigated these changes outside of our individual comfort zones.

The style in which Catherine communicated fit. Her style of communicating got us to communicate which was perfect. It was very, you know, she went to the source. She asked coaching questions and helped us have meaningful conversations. She always drew us out into conversation rather than directed us. She helped it come from us.

Another valuable thing you brought was a passion for us and our team. You truly wanted us to become stronger. I personally sense that every time we met. You cared. You really liked us.

Theme 2: Coaching skills and components (5/6)

Individuals varied considerably on what program components they most valued. Two people commented on the value of working agreements within a team charter. Some people appreciated the games and creative activities; team sculpting was talked about most. Others

liked the appreciative focus and positivity skills. One person mentioned the TDS and the peer coaching as most valuable.

The most valuable parts in the team coaching process were ... the activities she had for us... and the positivity skills - savouring the moment, mindfulness, visioning, valuing.

It was having a team charter. It was mostly about how decisions are made, etc. We would bring that out in the following meetings and I think that was helpful just to have that in front of us.

Three team members valued team building exercises such as the team sculpting and the mock team documentary. Of note, two others commented there was less value in the team song writing activity.

We did the team sculpting, and it was really interesting...

I didn't like writing the song during the two-day event. It felt a bit goofy. I appreciate that many of these team building exercises can come off as a bit goofy at the start but then there's an 'aha' at the end. That one, there was no aha, it was just goofy.

While the project was a success and everyone commented on the learning that occurred through the project, two comments were noted. One person thought the project selected was too large and, the second person felt that it went on too long:

I think the one thing would be I think the project was too big. It's going to go on for months. I would have liked to have seen us take on something more sustainable. But we could have more quickly produced product – but maybe we will. We talked yesterday, no, no, we'd be done it in May. I would have liked to have seen us pick something a bit more manageable or not as big so we could have seen a product.

Theme 3: Team Leader modelling (6/6)

The team leader wholeheartedly supported the coaching effort, not only from a business perspective, such as setting up meetings and transferring learning from sessions into every day work, but also in modelling qualities such as accountability, honesty, and courage. Team members noticed and appreciated this modelling.

He would mention it [DISC] frequently during our meetings would help to keep it alive and on the forefront of people's minds as we were interacting with each other. I noticed that he would purposely make an effort to keep quiet; because he had things that he wanted to say.

We were doing the piece about creating a movie about doing this whole project and ... the [team leader shared his candid] point of view. That was quite a stretch, I think, for him to say that in front of everyone else... To say something like that was like "wow, well done!"

He understood his role as the team leader though and stepped back from participating in an ongoing peer support network, instead encouraging others to meet and share learning. He also fostered greater team effectiveness and cohesion, while simultaneously supporting continuous learning, even if it meant leaving his team.

As for [team leader], he's actually quite looking forward to having some churn on the senior management team. Not that he's happy but just saying it brings a different dynamic and he also sees we've already done what we've needed to do. It's healthy to sort of move on... So there will be change and that's going to have an impact for sure. But that may well be an opportunity for some growth for our staff. So we just continue to grow here then and be ready to go into new roles.

Theme 4: Style assessment (5/6)

As noted in the responses to the first question about turning points and meaningful experiences, participants drew great value from the style assessment.

It was helpful. Instead of, you know how you observe others and in the back of your mind, there's this question about where she is coming from. With the knowledge of the DISC, it tells me to be accepting.

Theme 5: Offsite days (4/6)

Four out of six people commented that the offsite days were a valuable way to get to know one another, turn their technology off, and create coaching momentum.

Definitely the two day session with the team members and Catherine; it wasn't really a coaching session, it was really a way of creating a foundation for all of the team coaching to sit upon... So having that intensive two days with my team got me into some meaty stuff around who those people are. I had very frank and open conversations with a couple of team members – we're of different intersects – so I don't have much of an opportunity to develop those relationships. So, for me I think having that basic course of intensive two days' time together was really a great way of kicking off.

The two days were absolutely fundamental. It developed the foundation upon which everything else was built.

Theme 6: Check ins (3/6)

The team appreciated the check-ins as an opportunity to hear about each other's personal and professional contexts, in addition to checking on how their team meetings and work together was going.

It's about checking in with one another, what working what's not, we kept that in our agenda. You got an hour and a half to get this through but we always made sure we checked in on how folks were doing and what we struggled with and what the learning was.

We'd been driving for the results of finishing the project that we kind of stopped checking in with each other and paying attention to the dynamic of how we work together... and that during the course of this meeting where I was not there, they had a bit of a wake-up call, if you will, and realized that we all collectively need to pay more attention. The real goal of the team coaching is not creating this [product] for our

branch, the real end goal is to have a better way of working together. We were all debriefing with Catherine shortly thereafter and that's where I found out about it.

Theme 7: Just in time coaching (3/6)

Part way through the coaching, the team realized that they needed a new structure to maximize their progress and the value of coaching. The team scheduled coaching sessions to follow within one or two days of their team project meetings.

Catherine really helped us when we were working on the project. During the project... she continually got us back on track. Those meetings that we had after we met on our project, we got together and it was so valuable. We would all come out of own project meetings... it was good but we weren't getting anywhere. When the coaching session was 2 weeks later you forget. Then we moved the sessions to right after our meetings. We quickly reflected on what had transpired; [it was] so valuable.

We've ended up having Catherine right at the end of our meetings; we then had the ability to then do a catch up what went wrong what didn't what was tricky. Having Catherine there saying you might want to consider this. We would take that piece in there. It was that just in time coaching... so when we saw Catherine after it was like OK. It is just in time kind of feedback. Perfect.

Two additional comments on timing were made including a comment that the length of time between the first two sessions was too long. Another spoke about team change and integration that comes with team coaching time.

I really question whether we would have gotten to a breakthrough point if the process had only been six months long and we knew that something would obviously change with different teams I really do feel that we – it's not like night and day, we were terrible before and now we're great – I wouldn't want to suggest that, we were pretty good before but this process has actually taken us up that notch and a lot of it has been around building more of the personal relationships of the senior team which has cascaded into the professional dynamic as well.

Theme 8: Thoughts about the Future (3/6)

While most individuals were confident and positive about their team and its future, some expressed concern. During the final coaching session, some people opened up about being content on this team, while others shared that they were considering their next career steps. This was concerning for the person who was more on the outside of the circle to begin with and now felt a sense of closeness with members. Two other members reflected on the reality of succession and inevitable comings and goings of people, with a hope that the new team culture would hold. Two others talked about organizational realities and constraints.

So there will be changes in the senior management team within the next year or so; That is healthy. Whoever comes in next won't have had the benefit of all this.

I don't know if there is a feeling of unity because there isn't in this organization. There isn't one at all. There is a feeling of being siloed. So no matter what you do and how much you try everyone wants to be siloed here... It doesn't matter if it doesn't affect my work, I should be able to talk to them.

It had an extremely positive effect; absolutely. I think we've developed a deeper relationship with each other and I don't think we're going to go back from that as long as this team is together. As new members, some leave and others join, we may lose that, but hopefully some people that remain would keep alive and become part of the culture. It's tenuous. I wouldn't say that it's become ingrained in the culture yet, but I don't think it's gone past our leadership team to our teams to have that sense of integration. But I have faith it will come, because there is a really strong foundation that has been built within the senior team.

Theme 9: No consistent least valuable theme (6/6)

When asked out what was least valuable, two out of six team members said that there was nothing they could think of that was least valuable. Of the four team members who provided comments about what was least valuable, two made comments related to specific coaching activities (team song writing), one to the size of the project (too large) and one to wishing the team didn't meet so early in the morning.

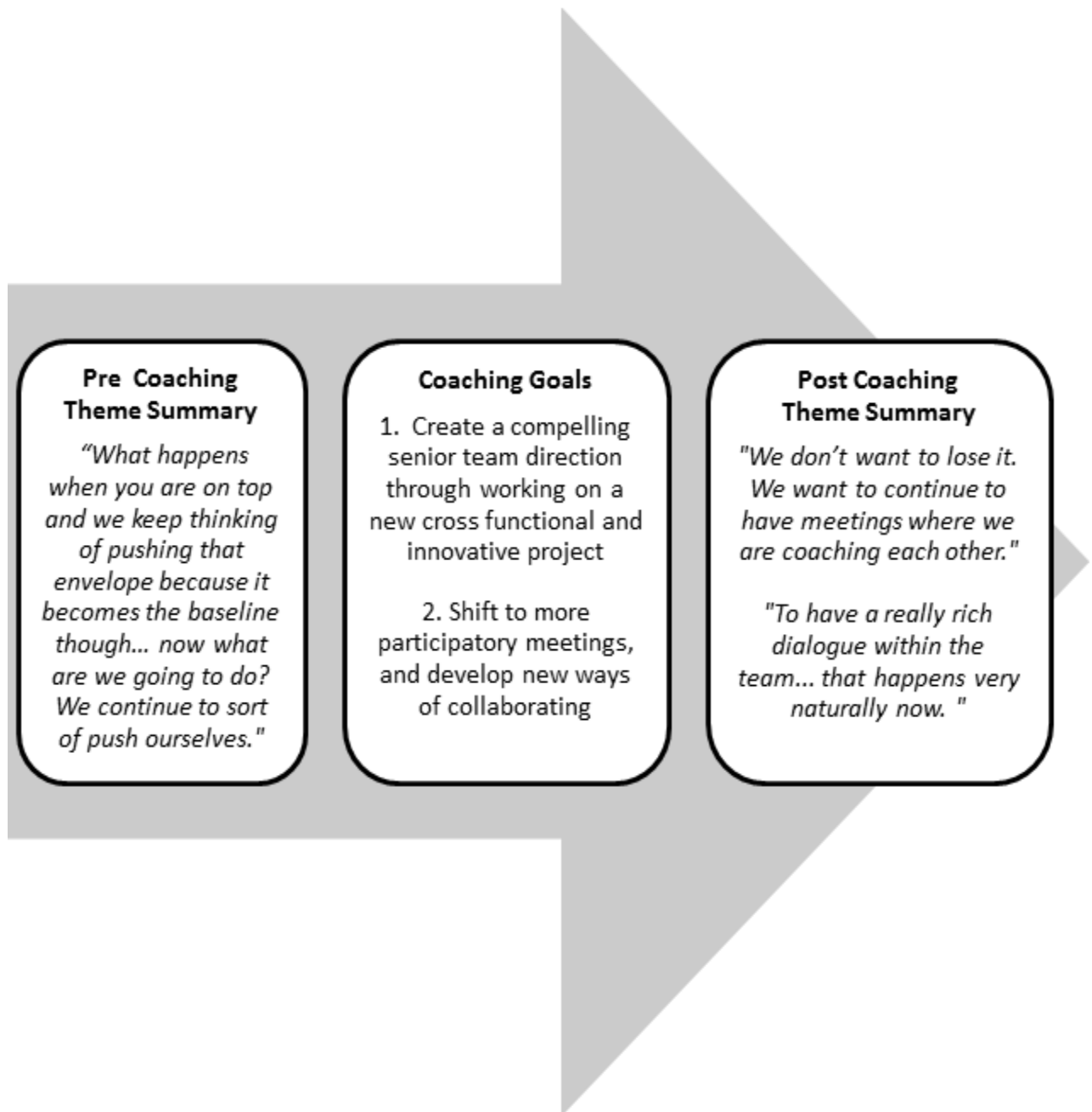
Being a pragmatic, results-focused individual, I probably didn't get as much value from the ritual/symbolic activities like developing a theme song or the tower activity, as others may have.

Participant's Voice in closing...

So we all went in with an open mind and like I said I'm overwhelmed with what we saw happen and I'm delighted with what happened. There was more that came out of that than I thought was even possible. I think it was because we were all so committed to it. And maybe there were some uncomfortable moments but that's part of growth.

Finally, Figure 7 summarizes the team coaching journey for my team, from the pre-coaching state, to the coaching goals, to a concise summary of the post-coaching state.

Figure 7: Summary of the team coaching journey for Catherine's team



4.2.2. Validation of Interview Themes by the Team Leader

I sent this section, Participant's Voice, to the team leader to find out if there was anything that didn't ring true for him in the themes. He requested two minor amendments that did not affect the meaning. These changes were incorporated in the related comments. He indicated that the text and quotes "looked great."

4.3. Team Effectiveness Changes After Team Coaching (Catherine)

Our last research question was: does team effectiveness change after a six month period of team coaching. This question was intended to be answered by us as researchers, as we explored what changes occurred (positive or negative) in the team coaching overall. In summary, based on the interview data, the team's interpretation of their TDS results, and the observations of the coach throughout the coaching journey, the answer is yes; team effectiveness did improve for Catherine's team.

5. Project Activity and Findings - Jacqueline's Team Coaching Case Study

The key activities and findings for Jacqueline's team coaching process and the subsequent activities are outlined in this section. First is an overview based on the coach's journal of notes and observations. The participant's experience and perspective, as outlined in their post coaching interviews, follow the coach's account.

5.1. The Coach's Voice

5.1.1. Agreement with Team (Jacqueline)

The team coaching process started with a former client who talked to me about facilitating a leadership team alignment offsite for her new leadership team. She was about four months into a new senior leadership role (Vice-President level), and had not yet established a formal management / leadership team for her small financial services department. She wanted to bring the eight most senior leaders and managers of the team together to create and implement a new vision and direction for the department. We discussed the communication and alignment issues she was encountering as the new leader of this team, and expanded her initial offsite request to include pre-session assessments to benchmark the current state, and follow-up support to reinforce the implementation of the team's vision, goals, and agreements.

Based on this conversation, I put together a proposal that met the needs of this leader, which also aligned with the team coaching process we were using for our research project. The team leader accepted the proposal and announced the plan for team coaching to her new leadership team members. The leader and team agreed to participate in the research interviews shortly after the coaching began. Details of the important team coaching activities and timelines are summarized in Table 17.

Table 17: Timeline for team coaching (Jacqueline's team)

Date	Focus
September 21, 2011	Meeting with team leader – she brings up idea about getting some team development and facilitation support
September 24, 2011	Proposal sent to Team leader to meet her team development request
October 6, 2011	Team leader meeting to discuss proposal and action plan – team coaching approach confirmed
October 12, 2011	Email to team from leader introducing the team coaching initiative
October 13, 2011	Email from Jacqueline to the team re: the actions required prior to the November 28 -29 offsite, including completion of the TDS and interviews
October 31 and November 1, 2011	Individual pre-assessment interviews using the standard set of questions – team summary report of themes written by the coach
November 7, 2011	Team leader meeting to plan the November 17 th team debrief session, and to review the results on the two questions specific to what she does well and could do even more effectively for the team (shared verbal highlights)
November 17, 2011	Team coaching session to review the TDS report – summary of results
November 24, 2011	Team leader meeting to prepare for the offsite
November 28-29, 2011	Team launch / offsite to review the summary of the team interviews and create the team charter
December 8, 2011	Team leader meeting to prepare for the next team coaching session
December 14, 2011	Team coaching follow-up #1: Success measures and working agreements
February 2, 2012	Team leader meeting to prep agenda for team coaching meeting #2
February 6, 2012	Team coaching follow-up #2: Focus on successes, opportunities since December, working agreements, and onboarding new managers
March 14, 2012	Team leader meeting to prep for next team coaching session and discuss issues about two team members
April 3, 2012	Team coaching session #3: Focus on working agreements rollout to whole department, integration plan for the new managers and change of the management team membership, and review of successes
April 18, 2012	Team coaching session #4: Re-assessment and review meeting: Focus on the results of the TDS and a review of team successes. Also discussed sustainability and next steps as they re-structured this management team – losing two of the current members and adding two new managers
April 19, 2012	Team leader meeting to review successes and next steps.
April 24 – May 11	Team member interviews: 6 people with Catherine
July 13, 2012	Team leader meeting: Review of themes / findings – team leader sign off

5.1.2. Pre-coaching Assessment (Jacqueline)

Every team member participated in individual interviews with me, and completed the TDS prior to starting the team coaching. At this point, there were eight team members. The team reviewed the input from the TDS together at an initial, two hour kick off team meeting to identify strengths, opportunities and goals for the two day offsite. They reviewed the interview summary at the two day offsite since we ran out of time to review this at the pre-offsite debrief session. The summary and key themes that the team discussed, documented, and agreed upon are identified in Table 18.

The key themes identified from the pre-assessments were lack of alignment, collaboration, and competitiveness. The team members felt that for the most part, the individual contributors were smart and did what they needed to do to meet the timelines required in their deadline focused department, but they weren't collaborating.

The team identified gap areas in their pre-assessment that were often related to poor interpersonal relationships, inherent trust issues and a lack of perceived support from each other. Further, individuals felt that there were few opportunities to grow and develop in the department. They felt relatively siloed and independent in their work. They described a history of uncomfortable interactions over the years that were impacting their current relationships and ability to work together effectively. They talked in the pre coaching interviews about the "elephant in the room", which was identified primarily as a weak departmental structure that they believed lacked clarity and resulted in a perceived unfairness in the workloads of the different team members. A comment provided during the debrief session succinctly summarized the team's pre-coaching state: "We have competent, committed people, and interesting work in an interesting environment, but we have some dynamics / communication issues".

As a result of this discussion about strengths and gaps, the team further confirmed the outcomes they were seeking for the team coaching, and identified how they would measure success in six months. Note that an "x" with a number behind it represents the number of individuals who stated that they were seeking the same outcome.

Table 18: Summary of team input from October 2011

	Team Diagnostic Survey (TDS)	Interview summary
Strengths	<ul style="list-style-type: none"> • Task orientation • Highly motivated • Empowered (most feel this way) • Adaptable • Internal motivation 	<ul style="list-style-type: none"> • Smart people • Well intentioned people • Get results • Lots of work opportunities • High quality of work • Positive outlook / values • Adaptability • Fun environment • Meet deadlines • Commitment
Gaps	<ul style="list-style-type: none"> • Amount of interaction • Development opportunities • Team norms • Information • Team coaching • High rating on unhelpful interventions 	<ul style="list-style-type: none"> • Not supportive • We blame vs. focus on lessons learned • Baggage and history • Lack of growth opportunities/ training and development • Lack of reward and recognition • Individuals versus team • Competitiveness • Lack of team work • Lack of sharing glory work
Inconsistencies	<ul style="list-style-type: none"> • Unhelpful interventions • Skills • Level of team authority • Relationship satisfaction vs. quality and unhelpful interactions • Direction (versus autonomy) 	<ul style="list-style-type: none"> • Company growth but few opportunities in department • We have opportunities but don't feel like we do • Don't share info freely but work together to get results • We have competent, committed people and interesting work in an interesting environment but we have some dynamics / communication issues

The measures of success to be assessed in six months were as follows:

- Commitment to develop the people in the group and share the work (x3)
- To know that we are all promoting and supporting each other and that we are a team united as one, instead of fractured like we are now (x2)
- More rotation and changes to refresh the department and people's perspectives; get rid of the haves and the have nots perspective (x2)

- To be known as a place that people want to come work because it's a good place to be
- A better work environment – more of a positive framework in the way that people talk about each other and about our department
- Would like to see more interaction / idea sharing among the different areas
- Get to know each other better and to talk about leadership and personality
- Get our key leaders on the team to meet and talk on a regular basis
- Get to know the team leader better and have her get to know everyone
- Have fun together.

Based on the pre-assessment information and discussion, we crafted three high level objectives for the team coaching, as listed below.

1. Create a compelling team purpose by defining what TEAM means for the group
2. Enhance relationships with each other
3. Work together more effectively as a team, internally and externally, using a team charter to guide our focus and behaviours (e.g., vision, mandate, working agreements, goals, and success measures).

5.1.3. Team Offsite / Launch (Jacqueline)

The team leader talked with me two weeks before the offsite about some significant changes that she wanted to make in the team. She wondered about the appropriate timing for the restructuring she was contemplating, since the launch of the new team was coming up soon. I shared the work by Wageman et al. (2008) with her on the six conditions for high performing teams, reinforcing that having the right people, and working within the right structure were two important pre-conditions for team effectiveness and for team coaching. The team leader decided that she needed to act quickly based on this coaching conversation with me, which was further bolstered by her concerns about the organizational structure feedback that was revealed at the team's pre-coaching assessment debrief session. She decided to restructure the department to better set up the conditions for the team to be successful and effective.

This restructuring meant that she needed to dismiss one of the team members on the Thursday before the team offsite, which was being held on the following Monday and Tuesday. Thus, this offsite was a true team launch since it not only marked the beginning for this new management team, but also the beginning of the new structure for the department.

The team leader kicked off the two day offsite by sharing the details of the restructured organizational chart, which identified new leadership roles and reporting relationships for some team members. I next facilitated a conversation for the team to discuss their hopes and concerns about this new structure, including the departure of their team member the previous week. As we talked, one of the team members courageously brought up the observation that some of the team members were not totally disclosing their feelings about the changes in the team. She confronted the group to say that she had heard gossip in the hallways that was different than the conversation we were currently having about the re-structuring.

There was one individual in particular who didn't want to comment and when her colleague asked her to comment, they both started to cry and silence came over the room. I could see that this was a very unsettling time for the team and as a coach; I thought that I needed to encourage dialogue and disclosure in a safe way, which I had talked about a lot in my reflection on my professional learning project for the DProf. I said that I was comfortable with silence and would wait for the team to gather their thoughts. Finally people started talking more honestly about what they felt, and some members commented about historical issues that were impacting their feelings about the new structure and reporting relationships. As people continued to talk, the conversation became less intense. When we finally took a break after an hour and a half of discussion that first morning, the mood in the room had shifted. There was more rapid dialogue and even some laughter in the room, instead of the long, uncomfortable silences that occurred at the beginning of the meeting.

The tone for the rest of the workshop was lighter and livelier. There was progress throughout the two days as we worked through the vision, mission, goals, new roles and responsibilities resulting from the re-organization, working agreements, and success measures for the team. I incorporated a number of different activities to support the team's learning and dialogue. For example, we reviewed the team members' styles and the team profile using Insights as a way to promote discussion and understanding of personal preferences, approaches, and differences.

We played a card game that highlighted the team's natural leaning towards competitive versus collaborative approaches, and gave them a second chance to play the game from a collaborative stance. We also used creative processes such as creating team slogans, logos, and future visioning conversations to promote new ideas and ways of interacting.

A particularly important and intense conversation during the session was the team dialogue to create and gain consensus on the working agreements. It took several hours to outline the new team norms. One of the key sticking points was people's concerns about confidentiality, since there had been many breaches in the past among team members; what they had often labelled as "gossip". By the end of the second day, after a lengthy discussion, the team was ready to commit to the confidentiality working agreement along with their other norms.

To be proactive, we had a conversation about how to hold each other accountable to these working agreements in a constructive and respectful way, since old habits can take time to change. We discussed a strategy of offering peer coaching to one another when they ended up in a negative conversation, or were "gossiping" about other people. I modelled a peer coaching conversation for them, suggesting a format to ask the person with concerns / issues what would help them to talk about their concerns directly with the other person. They discussed having a frame of "good intentions" with each other, knowing that they would occasionally transgress the agreements, but with good will, discipline, and an agreed upon framework for a peer coaching conversation, they were committed to develop a new way of being with each other. They captured the essence of this accountability discussion in one core working agreement: "Hold each other accountable for breaches by identifying it directly with the person".

Overall, the team said they felt tired but successful at the end of the off site. They commented at the end of the session that they would not have made as much progress without the coaching support; it was instrumental for them to have the conversations and to have the safety to really delve into the "elephants on the table".

The team had also drafted a tangible product, their one page team charter, which summarized all of their key agreements from the session, as identified in Figure 8 (sanitized to protect confidentiality). Since the team did not have time to complete the key goals and success

measures in the offsite session, we agreed to come back to these in the first team coaching follow-up session. This team charter became the focus for the rest of their team coaching sessions, as well as the guide for the new environment and culture that they wanted to create together as a team.

Figure 8: Management team charter – Fall 2011

Management Team Charter – Fall 2011		
Vision: Solutions for growth and success		
Mission: We give our stakeholders the financial comfort to sustain and grow the company. We provide these financial solutions by ensuring access to capital markets, providing liquidity and financial risk management. Team Purpose: Provides the key leadership to the organization and our people on (department) strategy		
Team Members	Our Team Working Agreements <ul style="list-style-type: none"> • We create a safe environment to speak up <ul style="list-style-type: none"> - encourage and welcome questions - no judgments - we do not talk badly about each other or the team • When we have an issue with someone we talk to them directly about it with good intentions • If we are struggling to align, we ask for support/mediation • Commit to look for successes and share them with others (big and everyday ones) • Hold quarterly department meeting for all to share info and gain corporate/bus info; have a rotating chair • Advise each other of big deadlines • Own your own career development plan • Confidentiality • Hold each other accountable for breaches by identifying it directly with the person 	Key Goals
Values <ul style="list-style-type: none"> • Results • Ownership • Integrity • Change • Leadership 		Success Measures

5.1.4. Team Coaching Follow-up Sessions (Jacqueline)

High level details of the team coaching sessions are identified in Table 19: Team coaching session agendas and outcomes. Note that the final coaching session was the team re-assessment and review session, and that session's results are outlined more fully in that section separately.

The first observation is that I did fewer actual sessions than originally anticipated over the six months of team coaching for two reasons. First, my team leader and team members were often travelling and there were very few meetings that the team actually had together as a team. Thus, we decided to have fewer sessions of a longer length, meeting for two hours each time instead of one hour. Second, the team leader and I had individual coaching sessions prior to, and after, each team coaching session, which reinforced and supported the leader to coach the team more fully herself between sessions. She was already a very competent leader, and the combination of individual sessions and team coaching sessions was sufficient to generate progress for the team.

The first coaching meeting after the offsite focused on clarifying the team's success measures. I asked the team to identify what their many stakeholders also needed from their department in the future, and suggested they build this into their success measures. This led to a discussion about how the team could most effectively communicate with their various corporate stakeholders, including the senior leadership team, the Board, external partners, and other functions and business units in the organization. I asked questions to prompt and reinforce this outward focus.

As the coaching progressed, the sessions were focused on checking in with the team on their team actions, completing the team charter, maintaining alignment to the working agreements, identifying ways to enhance their effectiveness internally as a management team, and improving their external reputation, or brand, with their broader department and the organization. The team was starting to adopt a systemic approach to their work by becoming more aware of issues, opportunities, and their impact outside of their department.

Table 19: Team coaching session agendas and outcomes

Date	Agenda	Outcomes
1. December 14, 2011	<ul style="list-style-type: none"> • Review progress / successes since Offsite • Review working agreements – how are they working? • Define success measures for the team • Confirm messages and how we want to “be” for the restructure announcement to the department 	<p>Successes identified by team members:</p> <ul style="list-style-type: none"> • Communication has been good • More positive feeling • Clarity of roles has increased • Increased positive impression of department • More of a lucid plan • Greater sense of team purpose • More forward looking • More aware of branding • Approval to add the new positions • Thinking more about HOW we work
2. February 6, 2012	<ul style="list-style-type: none"> • Review of Actions from December meeting • Identify successes and opportunities for the team since December • Check in on working agreements • Review of scorecard / success measures • Restructuring – reflections on how this team is modelling and leading the department • Other issues as identified by the team • Next steps 	<p>Successes identified by team members:</p> <ul style="list-style-type: none"> • Safe environment has been created • Advising each other of deadlines <p>Team learnings about their conversations</p> <p>Positives</p> <ul style="list-style-type: none"> • Everyone involved • Bringing back to focus / end goal • Common understanding of significance of topics • Open to suggestions <p>Improvements</p> <ul style="list-style-type: none"> • Don’t take comments personally • Be sensitive to time invested • Communicate successes • Link back to the goal and strategy and KPIs <p>Team feelings about team progress to date:</p> <ul style="list-style-type: none"> • Anxious • Comfortable with process • Defensive • Some progress • It’s a marathon, not a race; we’re getting there • Turn the conversations into deliverables

Date	Agenda	Outcomes
3. April 3, 2012	<ul style="list-style-type: none"> • Review of actions and progress • Review of the whole department team meeting • Review of how we are doing on the working agreements • Review of Losada and Fredrickson's (2005) positivity research (successful team ratios on positive / negative, self / other, and inquiry / advocacy dimensions). • Decision re: Introduction of working agreements to whole department? • Reconfiguration of the management team given the new structure • Review the next steps for closure on the team coaching 	<ul style="list-style-type: none"> • Agreement to rollout working agreements with slight modifications to full department <p>Team's working agreement successes</p> <ul style="list-style-type: none"> • Feel more informed about dept. activities • Safe environment to speak up • Good team work and communication • Don't hear negatives anymore • Appropriate dialogue • People are trying to work together to close gaps • Physical changes support communication, team work <p>Team's working agreement opportunities</p> <ul style="list-style-type: none"> • Move to be with rest of team when possible • Be conscious of our commitments as a team; get Sharepoint group together to create calendar • Add new working agreement: • We don't make commitments without validating our priorities (e.g., Communicate re: people's work load before committing) → Education, Communication, Negotiation) <p>Team's feelings about team progress to date</p> <ul style="list-style-type: none"> • Like the positive spin on everything • If there has been trouble getting alignment, we support each other get agreement • Like the concept of putting out the Charter and working agreements • Charter is becoming more of a brand / logo behind the tasks; we're part of something • Charter a good basis for communicating with others • We have graduated from students to teachers. We can hold ourselves and others to the working agreements and say "this is our team"
4. April 18, 2012	<ul style="list-style-type: none"> • Review of the TDS • Team coaching journey • Successes / appreciations • Maintaining the high performance team 	<ul style="list-style-type: none"> • See Team re-assessment and review section for full discussion of this session

The team coaching sessions were structured such that I co-facilitated the meeting with the team leader, and I also coached the team. I offered opportunities for the team to pause, and asked them questions to reflect on their progress and interactions during the sessions. I also supported the team to keep a focus on their end goals and outcomes, with a primary focus on the team culture that they were creating within and outside of the team.

In summary, this team started out very internally focused on the dynamics and structure of their department, as the pre-assessment interview and TDS conversations revealed. By the end of the team coaching intervention, this team was working on enhancing their broader impact inside and outside of the organization. They had defined success measures and were tracking their successes internally and externally, which they had not clearly done before. They also indicated in the coaching sessions that they were working more cohesively and positively with each other. In the final coaching session, the team leader summed up their progress when she said: “We have graduated from students to teachers. We can hold ourselves and others to the working agreements and say: this is our team”. The team members all agreed they had met their original goals for the team coaching, and indicated that they were proud of their progress. They believed that they had achieved a higher standard for their team and department culture, to which they were holding themselves and each other more accountable.

5.1.5. Individual Coaching Sessions (Jacqueline)

I actively coached the top three leaders in her management team. Two of the leaders actually started coaching for individual goals they wanted to pursue before the team leader approached me about coaching the whole leadership team. These two leaders continued with their individual coaching sessions after the team coaching began, allowing for discussion of their leadership impact and influence within the management team. The individual coaching sessions helped reinforce the team goals.

The team leader engaged in the individual coaching specifically as an adjunct to support the effectiveness of the team and the team coaching goals. Thus, the conversations in the team leader’s individual sessions focused on ensuring that the team structure and supports were well in place to support the team’s functioning and goals on an ongoing basis.

One other team member actively initiated several informal coaching conversations with me in person, by phone, and over email throughout the six months of team coaching. This team member was interested in exploring her role in some of the dynamics that were occurring on the team. This more informal coaching was a highlight for me as a coach since I noticed the growth and development that this individual was making as a result of the team coaching, and I was pleased to support her to hold herself and the other team members to the higher standards that the team had defined and agreed upon.

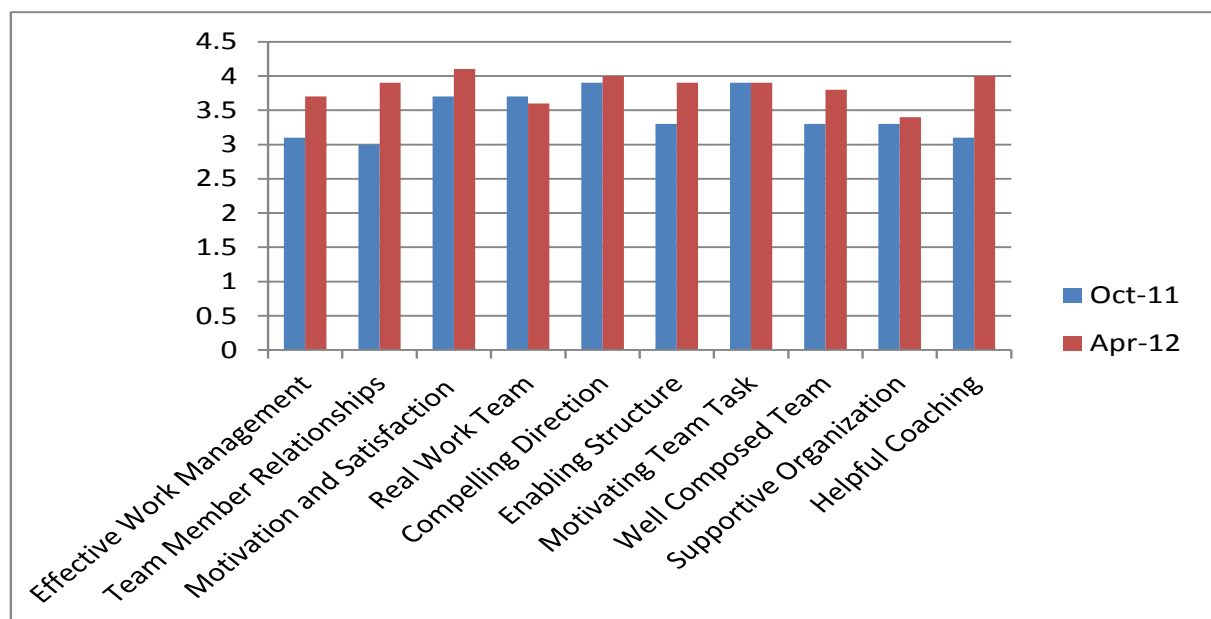
5.1.6. Team Re-assessment and Review (Jacqueline)

The last team coaching session was a re-assessment and review session so the team re-did the Team Diagnostic Survey (TDS) to mark their progress over the six months since the team coaching had started. We discussed the results using the chart illustrated in Figure 9: Team Diagnostic Survey (TDS) pre and post team coaching results for Jacqueline's team: October 2011 compared to April 2012.

The team members agreed that they had made some good progress on many of the factors assessed by the TDS between October 2011 and April 2012. In fact, there were five factors on the TDS that saw an increase of 0.5 to 0.9 between the pre and post ratings, which the team deemed to be a meaningful change. The areas that the team felt showed the most gain were: (i) effective work management, (ii) team member relationships, (iii) enabling structure, (iv) well composed team, and (v) helpful coaching. The team believed that these changes were meaningful and would not have occurred without the team coaching, since the team had been having difficulties for several years before the new leader joined the team, and before they started the team coaching.

**Figure 9: Team Diagnostic Survey (TDS) pre and post team coaching results
for Jacqueline's team: October 2011 compared to April 2012**

Question Category	October 2011	April 2012	Norms
Team member responses	8 / 8	6 / 6	
Effective Work Management	3.1	3.8	3.63
Team Member Relationships	3.3	3.9	3.85
Motivation & Satisfaction	3.7	4.1	3.96
Real Work Team	3.7	3.7	3.94
Compelling Direction	3.9	4.0	3.86
Enabling Structure	3.3	3.9	3.61
Motivating Team Task	3.9	3.9	3.81
Well Composed Team	3.3	3.8	3.64
Supportive Organization	3.3	3.5	3.33
Helpful Coaching	3.1	4.0	3.29
Unhelpful Interventions – Team leader	3.1	2.7	3.27
Unhelpful Interventions – Team members	2.9	3.2	2.65



The team identified four areas that showed no or little movement in the TDS scores (e.g., no more than ± 0.2 difference). They highlighted these areas of: (i) clarity of the real work team, (ii) compelling direction, (iii) having a motivating team task, and (iv) supportive organization. As we reviewed these TDS results together, the team members were pleased to see the progress. They did question the organizational support rating but when they discussed that many of them rated this based on the organizational support (resources, information, etc.), then it made sense to them that these ratings were lower than they thought they might have been. Their specific reactions about what excited and what concerned them most about the TDS results are listed in Table 20: Team member reactions to TDS results: October 2011 vs. April 2012.

Table 20: Team member reactions to TDS results: October 2011 vs. April 2012

Exciting	Concerning
<ul style="list-style-type: none"> • Excellent scores • Motivation / satisfaction up • See positive change • Like the positive direction • Enabling structure scores up because structure is clearer now • Increase in most numbers • Being above average on some factors • Overall tone is positive 	<ul style="list-style-type: none"> • The fact that there is still some confusion about the real work team and who's on the team • Level of team authority – should we really be completely self-governing? • Had hoped for some stronger increases in scores, especially in motivation and satisfaction • Thought supportive organization might have been higher → room to improve on this still • Unhelpful interventions increased → Be conscious of how we work together and talk with each other; ensure we take a helpful approach with each other

One other finding the team questioned was the relatively higher ratings than they expected on the “unhelpful interventions” for the team leader (2.7) and team members (3.2), in the coaching section of the full TDS results. The team asked to explore the details of this further and wanted to know which questions pertained to these ratings. The TDS question that related to unhelpful team member interventions was: “tell other members what to do and how to do it” (see Appendix B, section 7). The TDS questions that related to the team leader’s unhelpful behaviours were as follows: “micromanages the content and process of team discussions”, “instructs the team in detail about how to solve its problems”, and “tells the team everything it

is doing wrong” (see Appendix B, section 6). At the end of the discussion, the team decided that they needed to be less directive with each other and focus on being helpful rather than corrective.

As a result of this conversation about unhelpful interventions, I asked the team to think about the differences in the tone of this discussion of the TDS results versus the tone of the discussion when we reviewed the TDS summary in November 2011. They all commented that the tone today was positive, proud, and questioning of anything that was lower than they expected – they really had a feeling that they were doing great today and didn’t like seeing anything that didn’t corroborate that. In November, they had felt that any low ratings were an accurate reflection of the team’s functioning and did not question them. Their experience of their team in November was much more negative, even though they agreed they got the work of the department done.

Near the end of the session, I asked the team to reflect on the team coaching process itself. We started by having the team rate how well they thought we had met their measures of success, as defined in October and November 2011, at the very beginning of the team coaching. They also provided a few words to describe how they saw the team at this point. Their overall average rating was 8.58 on their rating of coaching goal attainment, and they were positive in their tone and comments as they described how well they met their objectives for the team coaching. Their actual ratings and comments are illustrated in Table 21.

Table 21: Ratings and commentary on success measure achievement

Team member	Rating of how well we met our Success Measures	Words / Thoughts about the team now
4	7.5	Moving in the right direction
5	8	Recovery focus
6	9	Higher functioning
2	8.5	Let’s fix things / move forward; positive tone
3	10	Things have improved; equitable distribution of work; emphasis on goals
1	8.5	Confidence; supportive
Average	8.58	

Finally, at the very end of this last coaching session, we had a discussion about how to maintain the gains that the team had achieved, especially since two team members would be leaving the team and two new members would be integrated into the management team going forward. They had a number of suggestions, including the following:

- Quarterly meetings with the large team
- Communication among each other needs to be open and clear and inclusive
- Commitment to honesty
- We need to focus on a common goal
- Focus on “how” we do things, not just “what”
- Be willing to take time to have fun together
- If we identify barriers to our performance, be willing to speak up and address it
- Focus on personal ownership of career development plans (personal success and team success are linked). Ensure that we are looking for development opportunities for our team members. “One for all and all for one”.

Overall, this final session was pivotal for the team to track their progress and plan for the future. The session had a positive tone as they were celebrating their accomplishments as a team. They said they still wanted to continue to improve, and achieve more cohesion and performance. They also expressed a desire to achieve higher ratings on the TDS, and at the same time, they also all felt that for six months, they had accomplished a lot and they were happy with that. Their feelings about the overall journey are captured in Table 22: What has been most impactful for me in the team coaching journey. The tone of their comments was positive, with a focus on their improved interpersonal relationships, and the commitment to work together effectively to achieve their team objectives.

Table 22: What has been most impactful for me in the team coaching journey

Team member	Most impactful
4	<ul style="list-style-type: none">• Commitment to wanting to improve and recognizing that sometimes people say they want to make the commitment but they don't act like it.• Also, learning about my role in things, both positively and negatively
5	<ul style="list-style-type: none">• Taking time to reflect on what we do – not just doing.• Taking time to hear others' thoughts.
6	<ul style="list-style-type: none">• Enthusiasm for people wanting to get involved.
2	<ul style="list-style-type: none">• Nice to see everyone's willingness to see an endpoint, see the good and work towards it.• Concrete working agreements.
3	<ul style="list-style-type: none">• Inclusiveness to make a difference and make positive changes.• To build something together and have accountability for it.
1	<ul style="list-style-type: none">• The capacity of individuals to embrace change• Never ceases to amaze me the value of defining common working agreements.
Jacqueline	<ul style="list-style-type: none">• Thanks for the great work together, the willingness to focus on this, and the commitment to create a different culture for the management team and the broader team.

5.2. Interview Findings: Jacqueline's Team

The participants shared impactful stories of their team coaching journey, which I have highlighted in this section. As I reviewed their commentary, I have organized the core themes according to our four research questions, as summarized in Table 23. These themes provide deeper insight into what stood out for my participants with respect to key turning points, key business impacts and changes, observations related to coaching, and overall team effectiveness changes. Appendix K provides the comprehensive list all of the significant quotations from all of the participant interviews; these are listed in theme categories and are identified by participant.

As I read and summarized the interviews, an overall theme stood out; the team members were highly aligned in their comments, talking about many of the same events and topics. Further, the participants maintained a strong positive focus in their comments and observations. Even

with probing and questions to explore disappointments and less valuable experiences in the team coaching, the team members claimed they really did not have a lot of disappointments, nor was there anything that was not valuable for them.

Table 23: Interview themes by research question

Research question	Theme
1. What are the participant's significant meaningful experiences or turning points during the team coaching?	<ol style="list-style-type: none"> 1. Structural changes (6/6) 2. Honesty and disclosure (6/6) 3. Team charter and working agreements (6/6) 4. Team member departures (5/6)
2. What changes do the participants feel they made in c. the business; and d. their effectiveness as a team as a result of the team coaching?	<ol style="list-style-type: none"> 1. Productivity and collaboration (6/6) 2. Work environment and relationships (6/6) 3. Personal learning and change (6/6) 4. Communication improved (4/6) 5. Reputation and impact beyond the team (3/6)
3. What are the implications for practice from what participants identify as most and least valuable to them in our leadership team coaching process?	<ol style="list-style-type: none"> 1. Structure (6/6) 2. Coach's manner and actions (6/6) 3. Coaching activities and components (6/6) 4. Team leader support (4/6) 5. Safe environment (3/6) 6. Assessments (3/6) 7. Follow-up (3/6) 8. Individual coaching ($2/3 + 1/3 = 3/6$) 9. Team coaching valuable overall (4/6) 10. Nothing was least valuable (5/6) 11. Hopes and concerns for the future (4/6)
4. Does team effectiveness change after a six-month period of team coaching?	<p>Yes, the overall team effectiveness improved.</p> <ul style="list-style-type: none"> • How it improved and changed is revealed in the themes and details of the interview responses in research question 2. • Improvements were also noted by the team in their assessment of their TDS results.

The key themes and representative participant comments as they relate to each research question are presented next.

5.2.1. The Participants' Voice

I do think that this type of coaching is really important if you are going to roll out changes within the group; a new direction. And that new direction goes hand in hand with coaching, and gets people kind of working together and making changes. [It] makes it more focused and strategic.

Research Question 1: What were the participant's significant meaningful experiences or turning points during the team coaching?

Theme 1: Structural changes (6/6)

The restructuring of the leadership team was the top theme mentioned by all six team members when asked about key turning points and meaningful experiences. The team leader restructured the department right near the beginning of the team coaching. This was shortly after the team completed the meeting to debrief the pre-coaching assessments and interviews, and immediately prior to the two day offsite. The leader shared her thoughts about the impact of this change for her when she described her feelings about revealing the new organizational structure on the first morning of the two day team launch session:

It was a tough morning because the week before I had announced changes I was making to the organizational structure. I was changing leaders around... clarity of roles was being given to everybody, which was appreciated, but there were strong emotions by most of the people around the table.

All of the team members also spoke specifically about how critical this structural change was to the success of the team. In fact, one of the 'elephants on the table' that people talked about in the pre-coaching interviews was the fact that the structure was not serving the team in a number of ways. One team member in particular clearly identified the challenges of the old structure, and the impact this structure had on the dynamics of the team. Combined with some

personnel changes and the team coaching, he saw this new structure as a meaningful turning point for the team.

... One of the challenges the group had was a lot of conflict with respect to what people were doing. That impacted communications significantly. You created competition, you created a bunch of other issues, and that got resolved. Here's what you're going to do, here's how this group is going to align and work going forward. There were some changes with people... People left and new people have been hired – so that's part of it – and you have the coaching to boot.

Other individuals echoed this sentiment about the complementary and interdependent relationship of doing both the team coaching and the restructuring together. We changed the leadership and then did team coaching simultaneously. That is the big one [turning point]... I don't think that one [restructuring] without the other [coaching] would work.

I think it was that the coaching was used in conjunction with the roll out of a new team structure... The change in our department structure, and clarification of roles, that without that, the coaching would not have done any real good.

Two participants talked specifically about another positive action that the team leader initiated two months after restructuring the department. This time, the change was related to physical structure, not organizational structure.

There were some moves in the office. Physical moves... [One leader] moved closer to operations. That helped; being physically closer. Departments put together.

The team leader also talked about this physical relocation of her team, specifically indicating that her decision was influenced by some of the conversations that were occurring during the team coaching sessions.

So it came out in the team coaching about the communication we have, and how we communicate with each other, and some of the interactions that I was hearing about that happened in the past. But because nobody was near me, I never ever saw it and I really wanted to make sure that kind of interaction wasn't happening anymore. So I moved everybody. I just said you are going to go here, here and here and because we've been going through the team coaching... Because we had had those breakthroughs and we were starting to build trust and we weren't kind of posturing anymore and we knew it wasn't acceptable for our new norm, everybody did the

changes and now everybody loves it. At our last meeting, one of the things that – you know when we went through with Jacqueline was saying were some of the things that were really good, it came out. Again, everybody said the move. It was really good.

Theme 2: Honesty and disclosure (6/6)

All six of the team members talked about how powerful it was for the team to expand the honesty of their conversations, and forge a plan to move forward with the new team structure at the two day team launch offsite. This session was intense because the team had two full days and an evening dinner together. Further, the conversations at the session were deep and meaningful because the coach supported team members to discuss the new structure, reactions to it, and name the elephants in the room. People put their issues on the table, and the group started opening up. There was space and time to explore what was needed, and a new level of openness and vulnerability was created for the team.

I think that the first [two day offsite] session was a big turning point. I refer again back to the point where there was more emotion in the room. People were given an opportunity to say hey, what's bothering you? Let's talk about it. I thought that broke the ice. And I thought that over time, that made a difference.

I really think it had to do with the offsite. Being able to bring elements on the table and speak. It was emotional... Lay the issues out. Open the wound up, it is the only way you can clear the infection up. Open up little by little, step-by-step, get the bacteria out and it can heal better... there will always be some scarring left, but with therapy and tools together, you can perform better for long term performance.

This [two day offsite] got us talking about things that needed to be said that no one had talked about before. People had talked about it one on one, behind the scenes and gossipy, but no one had addressed it, not in a group setting, especially face to face. A lot of honesty that was shared there [at the two day offsite] that without it, we would not have moved forward. Painful honesty!

...You kind of know if you're dysfunctional or kind of not working as cohesively – you don't know that until you actually sit down and talk about it, and you know the good part is once you get to the state of you're communicating and voicing your words and that is the first main step. What you do after that – you could obviously multiply that tremendously if you keep that communication open, but you know the hard part is opening up and talking about what you see as issues.

Another example of the openness and vulnerability that occurred during the offsite was provided by one of the team members who spoke about another team member's disclosure at the offsite. The observing team member indicated how powerful it was when one of the newly promoted leaders in the brand new organizational structure offered an apology. This was the team members' account of the events:

The new leader said, "You know, I made mistakes in the past. I know what they were and I know I'll probably make more, but I really want to do well, and I know the rest of you feel I don't deserve this or I'm not capable of this, but I want to prove you wrong. Please help me do that". So it was very hard for him, and others were looking down on their palms. Do they believe him or don't believe him? And someone else was in tears. It's like we bared it all but it didn't have to be solved right then and there. It was like, okay, it's on the table, now we can move forward.

The actual team member who spoke up noted the importance of this personal disclosure and apology. He referred to this incident and identified what prompted him to open up to the team.

We needed someone to start the motion or ball rolling where we got to talk about where the frustrations occurred and not. It didn't really solve the history but it did maybe put a little bit to rest and maybe move forward versus looking back. That was enough to get us to sort of at least talk to each other; the communication piece.

The working agreements that the coach asked the team to create for the session created the safety for these open, honest and vulnerable disclosures that were occurring in the offsite conversations.

... We were allowed to build safety because we built working agreements and I think those working agreements meant that if anyone broke the safety of that place, there would have been a huge backlash.

Theme 3: Team charter and working agreements (6/6)

During the offsite, the team worked on a team charter to identify their vision, mission, key goals, working agreements, and success measures as a team. One team member summed up the overall significance of working on the team charter by saying:

[A turning point was when] we started getting to some of the heavier stuff on the charter.

Again, the charter along with the structure set the stage for the team to talk about how they were going to be really successful moving forward.

... It defined the roles better, cleared out some uncertainties and I think it provided going forward, something to grasp onto. Okay, this is my role on the company and on the team. How I can become part of the team? ...In order to work as a team, to do well as a team, you need to know what your roles are, how you can help, look at the success of the team, how it can benefit, and the organization.

Of all the components of the team charter that the team discussed (e.g., vision, mission, purpose, goals, success measures), the team members talked most frequently about the identification and adoption of the new working agreements.

I think the development of the working agreements was another turning point that was sort of a commitment. How is it significant? We've never had it before and one of the biggest challenges for our team was that people trashed each other in the hallway and to other groups so this commitment to the working agreement basically said no more of that; the rules of the game have changed and we all agree to it. That has been critical to our rebranding in our organization.

It was actually having to commit to it in front of everyone else and agree what were the agreements that we would hold each other accountable to.

The team took the agreements seriously and revisited them frequently throughout the team coaching. They realized that having clear, stated agreements for how they would work together called them forth to a higher standard than they had held themselves to in the past

years of working together. They also noted the personal accountability required of all members to ensure these agreements were followed.

We have working agreements.... I think that as long as we hold to that and be truthful it will be helpful and hold the team together... Everyone has to take responsibility for that.

... Our working agreement wouldn't have allowed the back chatter – so our working agreement prevented that from happening which was really, really good... Maybe we are past the point of having to solemnly swear on the working agreements and it has started to become a natural environment or way of working together as a team.

Even though they now had defined a new way of interacting with each other, team members realized that it was not always easy to follow the agreements once they got back to the everyday rhythm of their workplace. Three team members talked specifically about the difficulties in abiding by and maintaining the appropriate behaviours around the working agreements. One person further in particular described this breach and questioned how to address it appropriately.

[Midway through the coaching] it was clear that some of the working agreements were not being upheld and people were not being honest about it. How to call that out? Maybe it was the reality that it was someone's responsibility to bring it up. It didn't feel like it was open for that. Like we have moved past that so if it is still happening, we have to pretend it is not happening... People I know sat in that room and said, oh yeah, I think that things are going quite well, but earlier that day, they were breaking that agreement. You know, people didn't want to hear that it wasn't working... We did come out of that [meeting] with the comment that it wasn't quite there yet but nobody really delved into that to find out what that really meant.

Over time, though, despite some pain in abiding by the agreements, the team recognized how powerful the working agreements were for not only setting the culture for their team, but also for their department. In fact, one of the key outcomes from the coaching was that the team decided to roll out a slightly modified version of the working agreements to the whole department.

We do plan on sharing the working agreements. They evolved to take out some of the elements that were related to the baggage.

Theme 4: Team member departures (5/6)

The team had two key staff departures during the team coaching period. The first departure occurred near the very beginning of the coaching, right after the pre-coaching assessment with the team, and two days before the two day offsite with the team. This personnel change was announced and connected with the restructuring of the department. This took the management / leadership team from eight people to seven. The second person left the day before the last team coaching session but had actually missed the coaching session before the last one as well. This individual really did not align with the structural changes announced at the offsite, and chose to leave as a result. Five of the six remaining team members specifically talked about the impact of the departures of their colleagues, while the sixth talked about the staff changes more generally in her comments about the restructuring. The team recognized the bittersweet impact of these personnel changes, often identifying the changes as unfortunate, but overall having a positive effect on the team's ability to be more productive.

Terminations had a massive effect on group dynamics and everyone has a different view. One of those [people] I was happy to see...leave. The other person was a friend; sad to see them go, but understand.

There was this person in the group who could not accept the changes. The bottom line is that she is no longer here.

Unfortunately it will be when [this one person] left. It was almost like people breathed a sigh of relief. Nothing against her personally; she is an extremely personable gal and likeable. She was clearly unhappy... I saw her not following the working agreements and we were trying to hold ourselves accountable to them. She couldn't do it. It resulted in us distancing ourselves from her. Sounds harsh, but, again, when you have ten or fifteen people that are moving forward and one who is not, you want to stay with the ones moving forward and positive.

The team leader noted that the departure of the second team member was a relatively smooth transition. She attributed the team's acceptance of the departure to the team coaching journey, and getting to know and trust each other better, especially her.

In ... taking people out that were very close to others who remained in the group, I thought that I might have a lot of backlash. So when I took the time to sit down individually with people to explain why I did what I did, they had developed enough trust in my leadership that the response was immediate, "I understand, it makes sense, and thank you for taking the time out to talk to me individually". What I was expecting was, "How can you do this? You've broken our trust, and broken the team", and none of those reactions that might have been the reaction last October, happened.

Research Question 2: What changes do the participants feel they made in:

- a. the business; and**
- b. their effectiveness as a team as a result of the team coaching?**

Theme 1: Productivity and collaboration (6/6)

All six team members talked about achieving a greater sense of collaboration and/or productivity in the team. In particular, people appreciated that they did more than just talk about problems; there was momentum, change, and a sense that the team was more effective as a result of the coaching.

We weren't the most effective team but I think where we've come from has been beneficial and I have seen a change in the group and how we are performing as a group and how we are trying to accomplish things.

We are a lot more focused on how we do it together versus it's an "I" thing. It's how we do it as a group.

Certainly helps us do our work more efficiently.

I see people doing more... They have a focus on going forward versus wasting time worrying about emotions and dealing with people's feelings and how they will react. Less time dealing with that and more time looking to the benefit of the company, and how we can achieve what we need to achieve.

It was interesting to see as a participant in the team coaching of the changes from the beginning to the end in collaboration... Before it was more siloed or independent.

There was even one very specific example of this increased productivity and collaboration.

But the team took ownership of that first quarterly session and really made it a success right from the agenda topic items, the sharing of responsibilities. The participation in the event... would never have happened before team coaching.

Further, the team leader reflected on the changes in the productivity and alignment of decision making as she described her journey with the team over the six month team coaching period.

When I started the coaching process, I felt like I had a very weak team with nothing but problems, dysfunctional, and it just seemed overwhelmingly burdensome... But by the end of it, I just felt wonderful that I had really good team members; strong commitment and most of all, they knew me. They have learned enough about me to learn to trust me and move forward. All very soft fluffy stuff but it was the foundation I think to be able to build a global team. It's hard to put your finger on but it is one of those warm, fuzzy things. Because everyone thought me coming in as a new leader thought that there was going to be big change. And there was a big change, but they didn't trust me enough to know that that might be good change. At the end of the coaching, surprisingly enough, I had some very strong supporters in the group to make some very difficult decisions. I was amazed that the support that I got wasn't more difficult.

At the same time, two people wondered what amount of the positive changes that occurred in the team and the department could be specifically pinpointed to the team coaching, versus taking into account the other changes going on during the time period.

I think with some of the stuff that was going on, coaching does help and I think in our case it did. It created more focus, some of that structure, enhancement to communication and as a result of it and everything else – it was a package – you are seeing a team that is performing better that it was before we started. But I can't put my finger on one or the other.

Whether it was the team coaching or a massive change in the department that says, yes this is important; there has been a definite change. It is hard to know what to attribute that to.

Further, two team members questioned the immediate impact of the coaching on the direct business outcomes, while still acknowledging there were legitimate changes to the productivity and quality of interactions within the team.

Did it impact our work group? Absolutely. Line of sight to the business? I would be foolish if I say this will drive prices higher. It impacted our group.

I think it will take a bit more time to figure out if there is an impact on the business in the groups that we work with that are our customers. So I would say right now, to the business one, I'm not sure I've seen that, but maybe down the road.

Theme 2: Work environment and relationships (6/6)

Every team member made comments that the overall tone of the team and even the department had become more positive. There was a sense of lightness in the interactions and mood of the team as the relationships improved.

I don't think it is perfect but I think that it has made the overall environment more positive. We don't have that negative stuff going on. When you have a negative environment, it all festers. Everything you say and do has a negative connotation. We know people are feeling better, we know there is more laughter in the hallways; we know that people are working together more than they ever did before.

... That talk in the hallway is less to the extent where, "here is all the trouble we see in the department", to "look at the changes that are happening in the department". So that branding... I think it is good, because the change is positive commentary on that versus negative.

People became friends. The baggage was gone, the honesty was there the trust was building – people were friends. And they had to find out that they liked each other.

Theme 3: Personal learning and change (6/6)

Every team member indicated that they experienced learning and/or personal changes as a result of participating in the team coaching process, even if they did not receive any individual

coaching sessions. The changes were personal to each team member, as some of the selected comments below reveal.

The assumptions that you make about someone based on their deliverables of the work product aren't always reflective of their true capabilities when you don't know them. When you get to know them and see the value that they bring to the team, then you can certainly have your eyes open and see the value that your team members are bringing and the contributions they are making.

Now if I see something that will help the whole team, I will do it even if there wasn't a reward attached. I see the benefits of being a team.

It helped me understand why someone might respond the way they did, and that it wasn't necessarily a negative thing. It was their way of viewing things.

What I had been doing before that I thought was the right way of handling things was clearly fuelling some of the negatively I think... I started to understand my things that I was doing that were contributing to a less than successful team environment.

If anything for me it was good to realize that you need to take the time to go through these things. There is an advantage to let people talk and let people go through it at their own pace.

My changes are I bring a little bit more professionalism to my group and to myself.

Theme 4: Communication improved (4/6)

Four people specifically mentioned that communication improved within the team and even within the department. There were a number of comments that identified these positive changes, including the following:

Communication between people, terseness of those communications and emails has improved. More open conversations.

I do see better relationships and communication amongst people... An example I would say people are more willing to ask questions or ask for help.

We're talking more outside of business. We're talking, getting personal, we're happy at work with each other; that's new. I never had any expectations that we'd get that far.

I guess everything feeds off that openness because now things are brought up you start speaking to each other in a more civilized way... there might be less bickering about it because it's now being spoken to more openly.

Theme 5: Reputation and impact beyond the team (3/6)

Three out of the six team members talked about how the team was achieving changes outside of the management / leadership team that was participating in the coaching. Besides sharing the working agreements with the rest of the department, one person noted that the overall relationships in the department were starting to improve.

The team is bigger than the people that were part of this exercise... what I do see, again, back to relationships – I do see better relationships and communication amongst people. Just in terms of communication flow and how people are responding in that environment.

Another team member noted that there were likely changes happening beyond the borders of the department, not just the team or the department.

I guess you can draw the link that if the team is performing better, then it is doing a better job of the things it does to support the other groups in the company.

The team leader noted that the reputation of the department was improving among the senior leadership team members, which she saw as an important and exciting outcome of the team coaching.

... Certainly the senior leadership's view of the department has been elevated and as soon as you see a team as more high performing, you have more faith and trust and you believe that they can accomplish more. So I would say that the view of the department, from within the organization from our senior leadership – so above me – we're talking the executives, has really turned about.

Further, the leader noted that the issues the team coaching had addressed were the same issues identified in the previous year's employee satisfaction results, and she felt encouraged that the leadership team had already been addressing these issues.

It was amazing. The team coaching addressed the issues that were the same issues addressed by the employee satisfaction survey done independently. I have to say that our vice president that I report to was extremely impressed with what we had accomplished with the team coaching and the changes that came through in the survey results. Thanks to Jacqueline.

Research Question 3: What are the implications for practice from what participants identify as most and least valuable to them in the team coaching process?

We will be discussing the specific implications for practice in our Discussion, Conclusions and Recommendations chapter. In this section, the many aspects of the team coaching process that team members referred to in the interviews as being helpful and/or valuable to their process are highlighted. Also, those things that team members identified as being unhelpful or not valuable are identified.

Theme 1: Coaching structure (6/6)

The most commonly cited value add of the team coaching was the structure that the coaching provided. Every team member spoke about this point, many saying very directly that they liked the structure that the team coaching provided.

I think the meetings kind of had a standard sort of format where we knew what to expect; we had an agenda item we always followed up on our standing items. We always went around the table, talked about the good, the bad, we took the pulse at the end of every meeting: how are you feeling? That was really good... we always knew what to expect and we always knew we were going to be asked how we felt about things and you weren't going to be able to sit there and be silent. Which is what some people would be inclined to do if they didn't want to speak.

I think that it gave more structure to things and we set some goals, working agreements, goals, and success measures and for the team who participated, it made it

very clear. They had a hand in it. It covered the gamut of a bunch of different things that a team needs to work effectively. I thought it was great.

Furthermore, the coaching approach and structure provided possibilities for the team to open up more. Probing questions and an expectation to participate supported and prompted people to be more disclosing, as one participant indicated.

Focuses you on issues that you would have never said, don't want to say, or have the courage to. Most uncomfortable things we don't want to do on our own. You need a deadline or another motivation. Rarely is it your own.

Theme 2: Coach's manner and actions (6/6)

All of the team members made comments about the coach's manner, skills, and/or actions. They appreciated the coach's style and way of being with the group in a safe and positive manner that encouraged them to open up with each other. They commented on the coach's ability to ask questions, guide the team, and be firm about the actions and outcomes that the team had set out to achieve.

She definitely guided us along the way. That was very important. If we didn't have that guidance, I don't think it would have gotten to where we are.

Jacqueline had an excellent way of asking questions. Giving time for people to respond and think. I don't know how she does it. She asked questions that are more open, they are not leading, and they are from a different perspective. She is not in [our field]; she doesn't have a clue what we do. But she is able to pull herself out of the detail and see the bigger picture.

She was good in terms in being firm and bringing people back to what we were trying to accomplish. I have gone through lots of HR stuff and didn't find a whole lot of value. This was different; there were deliverables and timelines. To Jacqueline's credit, maybe that is what experience brings--finding out what those deliverables the groups needs and focusing on those.

Maybe that is what made a difference. It wasn't personal. The focus was the commitment to a resolution, something tangible. Not just talking about it... Jacqueline did a good job – [she asked us] what are we going to do? Not just complain.

Team members also identified that the coach helped the team reflect on how they were interacting and working together as a team, even right there in the meeting. This immediate review of how the team was working together helped the team move forward.

... So there were a lot of times that she would help us reflect back on how... people had responded to something.

She brought a forum for us to – we were prodded to talk and bring up issues amongst each other. Then revisit them sometimes. She does it in a manner that isn't offensive or isn't a direct, uncomfortable situation for anyone.

Theme 3: Coaching activities and components (6/6)

Specific coaching activities and components were mentioned frequently as being catalysts for insight and change. All team members mentioned at least one of the following activities: games, the style assessment, and/or visioning activities. The other key coaching component mentioned was the team charter, which was a theme already highlighted and discussed in the first research question of meaningful experiences and turning points.

During the two day offsite in particular, the coach incorporated several activities that promoted insight, learning and conversation for the team. Although games and activities can sometimes be difficult for all team members to appreciate, especially more reserved members, there was not one negative comment about the activities.

The games that allowed us to work as a team [were valuable].

Behind each game there was a purpose ... portion of a skill needed.

People got engaged with Jacqueline doing the team charter and those activities. She did a game in one of the first sessions. I thought that type of activity, whether it was a game or not, any kind of an activity where it helps you see things differently.

Getting deeper into who is the group. What makes it tick. This kind of stuff. [Style assessment value]

One of the key activities that several people specifically mentioned was a card game that the coach adapted over the years to focus the team to do a real activity together right in the session. In the activity debrief, the conversation highlighted the power and impact of collaboration versus competition for the team. They made connections between their actions in the game and their styles, actions, and behaviours within the team and back at their real workplace.

The other one was the card game. That was interesting to see that if we worked together, we could accomplish a lot more.

With the one particular card game we actually talked about how each of the teams responded in it, and how each of the people behaved in it.

Theme 4: Team leader support (4/6)

Four of the team members talked about the team leader's support of the coaching as valuable. Several felt that the team coaching was not viable without support from the leader, as the following comments reveal.

Team coaching without a leader supporting it won't go anywhere.

[Our leader] demonstrated a commitment to implement a change to improve the group dynamics. Our prior leader spent zero time on that. From our perspective, that was a huge change.

I know our boss has driven a lot more positivity in our group and I think people are thriving upon that. That way there is less opportunity for conflict.

I can see the leader especially, making an effort and pushing us outside of the department, being recognized outside of our department. Marketing.

Theme 5: Safe Environment (3/6)

Three of the team members identified that the coach's manner and actions were important for setting a safe environment that facilitated team member disclosure.

...Jacqueline... allowed us to have long silences that were extremely uncomfortable without intervening and that was tremendous because it meant that nobody was going to save us except ourselves. But it was safe to do it because... we built working agreements and I think those working agreements meant that if anyone broke the safety of that place, there would have been a huge backlash.

[Jacqueline's] really good about sorting of creating that environment of comfort and then our leader, sort of provided that comfort – nothing is going to come of this outside of our group. The benefit was going to be for the group and that's what the purpose of it was. It was safe.

What Jacqueline did was help create a safe environment to bring some of that out and help others understand where I was coming from with it. She helped us expand on it.

Further, the actions and modelling from the team leader were also critical for the team to really confirm that the coaching environment was safe to be honest and disclosing. Even the team leader herself understood the importance of her role in creating safety.

I think when people saw the openness and the honesty and what I said I would do, I did, and what I was planning to do, I said what I would do even if it wasn't popular. It gave people the opportunity to evolve and that started building the trust.

[The leader] has bought into this and you can trust her. I don't think anyone thought this was detrimental by opening up to their careers.

Theme 6: Assessments (3/6)

There were two pre and one post coaching assessments used in the coaching. The pre-coaching assessment consisted of individual interviews and the TDS. The post coaching review focused around the TDS, although the team coaching research interviews also provided the team with an opportunity to reflect on their team's progress. The team leader specifically mentioned the pre-coaching interview summary as being highly valuable to her.

I found the interviews that were conducted and the summary of those interviews extremely valuable as a leader. To know what people were thinking because I could ask them till I was blue in the face, but I don't think I could get that same honesty as you get from an independent coach. So those interviews that Jacqueline conducted and the fact that she shared all the comments with everybody was very effective. I think the fact that I was willing to listen and for the most part, there wasn't any defensiveness.

Three of the team members specifically mentioned the Team Diagnostic Survey as being important for them as they calibrated and judged the team's progress and the value of the team coaching. They appreciated having an external, more objective type of marker of their team effectiveness changes.

I just actually took my boss through... the before and after survey. The TDS demonstrates the change in the team. Every organization, every team wants to improve their employee satisfaction survey and we had done ours in September of 2011. Then we started the coaching in October of 2011 and this was really interesting, because I just got the results last week of the department's participation in the survey and all of the areas except for one were the areas that were significantly improved within the TDS survey.

I think that was critical (pre and post assessment). I think it gives credence to the exercise.

So by the end of it, certainly seeing the scores – wow this is great. Definitely worth our time and a great call by [the team leader] to take us down this path.

Some of that will be related to the survey that we did at the beginning and the end. For some of the categories there was a big change, and... That was evidence to me that you are seeing an elevation in group dynamics... I think that was a good measurement tool and I've been very reflective of the progress we made. I think, conversely, if those scores were not different than where we started or average, I think it would lead to saying well maybe that wasn't as useful as people would have thought.

Theme 7: Follow-up (3/6)

Three of the team members specifically discussed the team coaching follow-up sessions as critical for maintaining the progress of the team. The follow-up focused on actions and

commitments and provided an opportunity for the team to identify if they were being accountable to doing what they said they would do.

Follow up sessions were important to make sure we didn't fall back to our old ways. It was helpful because...instead of just thinking about something; we actually had to do something. Our work world is so busy, you kind of just do things, and whether we follow up is iffy. It created follow up.

It's been good to have someone around to help refocus the old attitude of you can't teach an old dog new tricks, I feel it's easy to pull back into a way but once you're revisiting the changes and talking about it, you start acting that new way versus the old way. It kicks in.

Theme 8: Individual coaching ($2/3 + 2/3 = 4/6$)

Three of the team members participated in formal, individual coaching sessions during the team coaching. Even though they were not asked to disclose this fact or talk about it, two of those three people indicated that they saw the benefits that individual coaching added to the team coaching.

I'm a big fan of individual coaching because it helps you / lets you see yourself as others see you so I think, being part of a team, you have to understand how people see you and I think individual coaching really helped with that.

Yes, I'm also getting coaching from Jacqueline directly individually. I have noticed differences from that in conjunction with the group. I think the individual stuff has helped me a lot because it goes toward coaching and supervising other people and branding myself, how to manage my emotions, and how I sort of display myself to others. It does go together... You can kind of see the flow between the two and how she brings in our individual conversation about myself, how I am a leader, how I am in leadership, and how I deal with things. I take those concepts and sort of take myself to where I want to be and what I try to be... and bring it to this group.

In fact, two team members who did not receive any formal or informal coaching during the team coaching period actually recommended that individual coaching might be a valuable addition to the team coaching process.

If I were Jacqueline with a magic wand? Maybe have individual sessions? But I don't know because you need people to tell the truth in the large group.

We all knew that [one team member] was struggling with some of the changes. I guess it would have been nice if we had some assistance in trying to... help her work through that.

Theme 9: Team coaching valuable overall (4/6)

Sometimes people offered general impressions instead of pointing out specific aspects of the value of the coaching, as indicated in the comments below.

Honestly, the whole thing surpassed my expectations. I am paid to kick the tires of everything, be cynical; that's my job. I am pretty grounded with expectations. It was a pleasant surprise. Rarely am I this optimistic on something like this... I don't have much in terms of constructive criticism.

It was fabulous – the whole experience was fabulous.

Team coaching—everything was good.

One team member even commented that she wanted to see the team coaching expanded because it was so useful to the team generally, and her personally.

I think that there is value in expanding this, because it was just a portion of our team that participated, from our overall department. If there was a way to expand portions of this to this whole group, there would be value in that.

... There were certain coaching elements that are useful, not just in your work, but in your whole life.

Theme 10: Nothing was “least valuable” (5/6)

When asked out what was least valuable, five out of six team members specifically said that there was nothing that was least valuable. They were satisfied that the process and the coaching met, and for some, even exceeded their expectations.

Rarely am I this optimistic on something like this. It exceeded my expectations going in.

Additional Observations / Recommendations (5/6)

During the interview, there were some comments that seemed important but were either said only by one team member and/or they did not specifically relate to one of the significant themes. First, the team leader made a comment about the length of the team coaching intervention, noting that the six month time frame we had was ideal for her and the team.

By six months we were probably ready to be graduated and moving on at the time that we did. I wouldn't go longer than the time because... people need to work on that stage for a while... so I would say five, four to six months would probably be perfect – four might be too short – if you go past six, that would probably be too long. I think you need to bring the closure at the six month mark.

One individual described the impact that a disengaged and frustrated member had on the team. The impact of this frustrated person's departure was discussed in the theme about team member departures. I highlight the comment in this section because of the team member's specific wondering about the coach perhaps addressing this situation further.

When you have an individual, emotionally, and on a personal level, kind of frustrated, you and none of the team members had the power to kind of change that up – or the situation – you're limited. I mean words are words and that is all that it's going to be for the individual anyways... I don't know if there was anything Jacqueline could have done to address that. When you have someone not participating, you get the sense of how you can change the whole environment of the group. That lack of participation, that one spoke that turns the wheel awkwardly. That's what it felt like and the rest of the team kind of went down that path a little bit. Didn't say as much, wasn't as open as they maybe could have been.

In reflecting further about what could be done about this individual person's performance issue in the team coaching, this team member further acknowledged that perhaps team coaching cannot solve every issue, and some issues require a different approach.

So that would be one limitation I would say... a limitation of the group dynamics. It was addressed not from the coaching perspective but [through] leadership and with individuals. You know, coaching wasn't going to help unless they had some one on one time, and they were able to get some detailing in the long run about what caused them to feel this way. Can we get out of this slump? Sort of that kind of discussion. Amongst the group that wasn't going to happen because it was an individual thing.

Another individual indicated that there was still an outstanding issue that came up in the last meeting. This person mused about what could have been done to fully address the issue.

... the last meeting we had. One person mentioned that there were still issues that needed to be addressed... was addressed, but people were still acting the same way. Maybe along the way, we should have had a forum or potential to have this open up, but I don't know. Would it be worth pulling that out? Is there an issue or not? Don't know what it is... Are we willing to pay a little more and should we address this? Mind you, her focus on the session was: what do we need to do to go forward? Maybe the view would be that there would always be issues.

Finally, one individual suggested that there could be value in making the team coaching more educational in nature and suggested additional partners to support the team coaching and the team's learning.

You could have brought in another lecturer, somebody in the field. Somebody that has run an effective team – a high performance team ... It could be... somebody from academia, or a consultant, other than Jacqueline but Jacqueline had a lot to offer... I think it would have brought in yet another opinion... I don't have any issues; it just would have potentially provided us yet more experience to share with the team on top of... what Jacqueline was talking about.

Theme 11: Hopes and concerns for the future (4/6)

As the team coaching came to completion just a week or two before the research interviews, several team members mused about the team's future now that the coaching was complete. Two team members expressed concerns about regression.

The question for me now is what happens now that the coaching experience is gone? Does the team continue to ask these questions? And if they don't and no one else is asking those questions do we start to slide backwards? Hopefully not, but you can see that there would be potential for that.

But until we get challenged with critical decisions and the panic situation event happens, that will be the real test for the team and whether we fall backwards or we are able to bond.

On the other hand, three team members summed up their optimism about the future; now the team coaching was complete, by saying:

I think that there is a good chance we will continue on a positive note. It may be peaking now and this may be as good as it gets. That's ok, because this is pretty good.

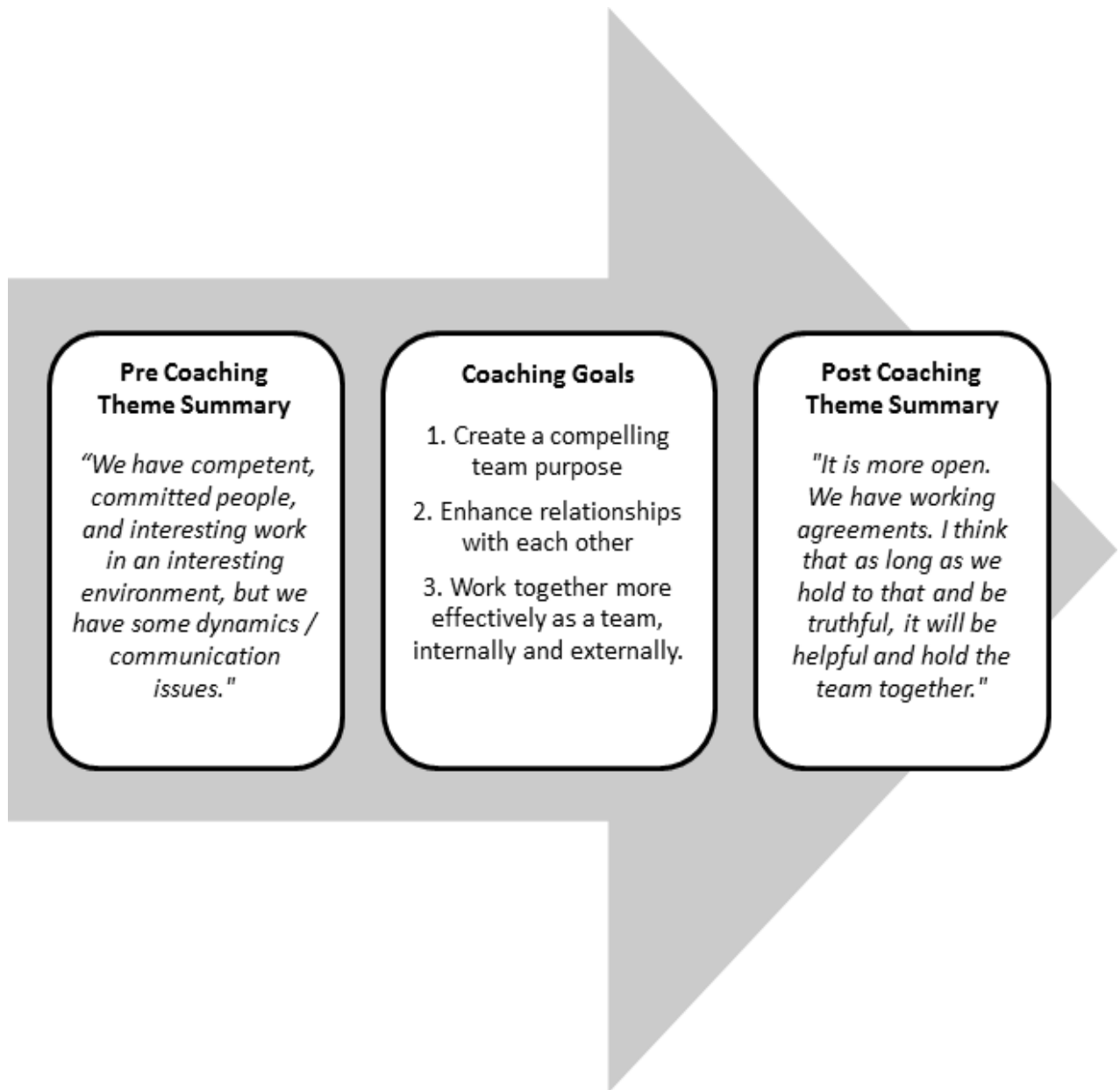
It is more open. We have working agreements. I think that as long as we hold to that and be truthful, it will be helpful and hold the team together.

The team leader summarized the team coaching journey well in the last coaching session, and I reiterate her comment here.

We have graduated from students to teachers. We can hold ourselves and others to the working agreements and say: this is our team.

Finally, Figure 10 summarizes the team coaching journey for my team, from the pre-coaching state, to the coaching goals, to a concise summary of the post-coaching state.

Figure 10: Summary of the team coaching journey for Jacqueline's team



5.2.2. Validation of Interview Themes by the Team Leader

The team leader reviewed the Participant's Voice section and themes, and we followed up with a conversation on 13 July 2012. The leader agreed with the themes, confirming that the whole report "rang true for her, especially seeing the supporting quotes". She loved the report

and felt that the quotes were particularly rich and valuable. She said that the quotes would be flat if they were truncated or edited. She also noted how different the grammar of the spoken word is in contrast to the written word. Finally, she reiterated what a good experience the team coaching was, how timely it was for her career, and how powerful it was for the team.

5.3. Team Effectiveness Changes After Team Coaching (Jacqueline)

Our last research question was: does team effectiveness change after a six month period of team coaching. This research question was intended to be answered by us as researchers, as we explored what changes occurred (positive or negative) in the team coaching overall. In summary, based on the interview data, the team's interpretation of their TDS results, and the observations of the coach throughout the coaching journey, the answer is yes; team effectiveness did improve for Jacqueline's team.

6. Project Activity & Findings – Dual Case Study

Throughout our research, we recorded our learning and team coaching activities in three key documents:

1. **Collaborative learning journal:** over 250 pages, outlining our reflections and conversations together and with other key consultants / advisors.
2. **Individual team coaching journals:** over 40 pages each for recording notes and key observations of our individual coaching journeys with our research teams.
3. **Research tracking journal:** for capturing key bibliographic records and findings, and some reflections on what we read. We reviewed over 175 articles and books to ground ourselves in the team effectiveness, team coaching, group process, team assessment, and methodology literature.

By January 2012, we were meeting two to three times per week via Skype. By March 2012, we talked six to twelve hours per day to review our data and analysis, and write together.

We discuss the dual case findings in categories according to the key data obtained from the participants (e.g., assessments and interviews) and the coaches (e.g., team coaching process). These categories are as follows:

- Team readiness assessment and context
- Pre-coaching assessments
- Team coaching process
- Team coaching closure and TDS review
- Post coaching interviews

6.1. Team Readiness Assessment and Context

We selected our teams using nine criteria from our Team Coaching Readiness Assessment (see Appendix A for the assessment questions). Both teams were motivated, ready, and committed to engage in a team coaching process. The key difference was that Jacqueline's team was a newly formed management / leadership team with a relatively new leader in a corporate environment. In contrast Catherine's team was a well established leadership team in a government environment that had four members who had worked together for over five years. There were two members who had joined within the last six months. Both teams anticipated having relatively stable membership over the course of the research project when they initially agreed to the research. However, Jacqueline's team did restructure and lose one team member early in the team coaching process. Table 24 identifies and compares each team's results on the Team Coaching Readiness Assessment.

Table 24: Results on the Team Coaching Readiness Assessment by case study

Readiness question	#1 Government of BC (Catherine's team)	#2 Corporate (Jacqueline's team)
1. Do you have between 5 and 10 team members on your team?	Yes – 6 leaders	Yes - 8 initially. Became 7 early on, and then 6 near the end of coaching.
2. How clear is your team's membership (e.g., people generally know who is and who is not on this team)? Please rate clarity on a scale of 1 to 10 (low to high).	10/10 rating	5 / 10 rating This was a newly formed management team so membership was new and there were some shifts happening.
3. Are all of your team member's leaders themselves (e.g., all have direct reports and/or are formally identified as a leader in the organization)?	Yes, although one team member reports to another leader on the team.	6 /8 were people leaders and two were key personnel / thought leaders for the leadership / management team.
4. Do you anticipate your team membership to be relatively stable over the next six to nine months?	Yes. The team was very stable.	Yes - at time of agreement.

Readiness question	#1 Government of BC (Catherine's team)	#2 Corporate (Jacqueline's team)
5. Do you have some purpose for this team to meet regularly together?	Yes, weekly leadership team meetings to align different business line projects and activities.	Yes – the general management and leadership of the department.
6. Do you have the right members on your team to meet your team's purpose?	Yes. The one member who reports to another is a key thought leader and subject matter expert.	Generally – this was addressed when one member was let go early in the process.
7. How would you rate your motivation as the leader to undergo a team coaching process with your team? Use this scale: 1 to 10, low to high motivation.	10- as rated by the team leader and team coach.	10 – as rated by the team coach. Leader was highly enthusiastic.
8. How would you rate the motivation of your team to undergo a team coaching process together? Use the 1 to 10 scale, low to high.	10 – as rated by team members for all except the thought leader who would be 7/10.	8 – as rated by the team coach based on team member interest and engagement at the individual interviews.
9. Are you able and willing to dedicate time to the coaching process over the next six months?	Yes-the team and team leader agreed to timelines.	Yes – the team leader and team member were provided with the timelines and agreed to this.

6.2. Pre-coaching Assessments

We used two pre-coaching assessments, the Team Diagnostic Survey, and individual interviews. Both sets of data were summarized and shared with the team as a stimulus for their interpretation and discussion. The key strengths and weaknesses each team identified for themselves after reviewing their TDS results are summarized by team in Table 25.

On the TDS pre-assessment results, Catherine's team generally achieved higher scores on most areas, compared to Jacqueline's team. Both teams identified empowerment as a key

strength for their team. Catherine's team also identified the strengths of team work, consequential work, effort, performance strategy, use of knowledge and skill, and well composed team. Jacqueline's team noted three strengths from the TDS: task orientation, motivation, and adaptability.

Table 25: Comparison of TDS pre-assessment data for each case study
(**Bolded items** represent overlap between the two case studies)

	#1: Government of BC (Catherine's team)	#2: Corporate Team (Jacqueline's team)
TDS Strengths	<ul style="list-style-type: none"> • Empowered and high autonomy and respect for judgment • Almost perfect team work score • Consequential work • High effort, performance strategy, and use of knowledge and skill • Well composed team 	<ul style="list-style-type: none"> • Empowered (most feel this way) • Task orientation • Highly motivated • Internal motivation • Adaptable
TDS Weaknesses	<ul style="list-style-type: none"> • Team norms • Team leader coaching • Organizational support • Functioning as a real team, e.g. Interdependence • Compelling direction that is challenging and clear • Sharing work activities and knowledge of results • Team leader could foster good group process, in addition to other foci 	<ul style="list-style-type: none"> • Team norms • Team coaching • Organizational information • Amount / quality of interaction • Development / growth opportunities • High rating on unhelpful interventions and low on interpersonal relationships

As the teams reviewed the TDS scores, they each also identified areas of weakness. Both teams identified team norms, or working agreements, as an area of relative weakness, along with some organizational support issues. Catherine's team identified organizational issues generally as a gap while Jacqueline's team specifically identified information for doing their work as a gap. Additionally, both teams identified that their team leaders were relatively less focused on team coaching than other leadership tasks. Catherine's team identified unique

weaknesses in the areas of team functioning, direction, and knowledge sharing. In addition, Catherine's team felt the team leader could do more to support good group process. In contrast, Jacqueline's team used the TDS data to identify weaknesses in interpersonal relationships / dynamics areas, and access to development / growth opportunities.

The teams' interpretations of their strengths and weakness on the TDS indicate that the teams had more differences than similarities in their levels of team functioning and effectiveness at the beginning of the team coaching process.

The second data point that the teams reviewed at the beginning of the coaching was the pre-assessment interview summary. Each team analysed their summary report together with their coach and came to agreement on their team's key strengths weaknesses and opportunities. Catherine summarized her strength and weakness sections findings verbally. The comparison of the each team's summary of their pre-assessment interview themes is identified in Table 26.

Table 26 reveals that the two teams shared five key strengths, which were adaptability, commitment, fun environment, positivity / positive outlook, and meeting deadlines. A key difference in the identified strengths was that Catherine's team was strong in the relationship areas whereas Jacqueline's saw themselves as hard working, individual contributors, and did not identify teamwork as an area of strength at all.

Both teams identified two areas of weakness that were similar: lack of team work, and lack of growth opportunities/ training and development. Catherine's team identified a unique weakness in the area of equal participation, whereas Jacqueline's team identified two unique weaknesses related to competitiveness and a lack of support for each other.

There were no commonalities between what the teams thought were inconsistent or contradictory themes in their pre-assessment interview summaries. The inconsistencies for Catherine's team were summed up in the comment that they were a "High performing and highly engaged branch with room for more challenge" to keep them engaged. Further, Catherine's team was very focused on helping one team member feel more engaged in their team, but he was more ambivalent.

Table 26: Comparison of pre-assessment themes from individual interviews
(Bolded items represent overlap between the two case studies)

	#1: Government of BC (Catherine's team)	#2: Corporate Team (Jacqueline's team)
Interview Strengths	<ul style="list-style-type: none"> • Adaptable • Commitment • Fun environment • Positivity • Meet deadlines • Motivated staff • High energy • Hard working • Feel a sense of family together • Love their work • Creative team • Innovative and progressive • Early adopters for change • Inviting and welcoming of each other 	<ul style="list-style-type: none"> • Adaptability • Commitment • Fun environment • Positive outlook / values • Meet deadlines • Get results • Well intentioned people • Smart people • Lots of work opportunities • High quality of work
Interview Weaknesses	<ul style="list-style-type: none"> • Little cross functional and collaborative team work • Government lack of growth opportunities / training and development • Unequal participation • New leader uncertainty • Some staff would like the team leader to be less focused on the details of their work 	<ul style="list-style-type: none"> • Lack of team work • Individuals versus a team • Lack of growth opportunities / training and development • Not supporting each other • We blame vs. focus on lessons learned • Baggage and history • Lack of reward / recognition • Competitiveness
Interview Inconsistencies	<ul style="list-style-type: none"> • High performing and highly engaged branch with room for more challenge • Need to engage all staff more • One staff member ambivalent about being on team, while others see role as essential • Deep appreciation and accolades for team leader's contribution, availability, mentoring, and style with two members wanting less micromanaging 	<ul style="list-style-type: none"> • Company growing but few opportunities for promotion in department • Don't share info freely but get results together • We have competent, committed people and interesting work in an interesting environment, but we have some dynamics / communication issues

The inconsistencies and overall themes for Jacqueline's team were summed up in the team comment that, "We have competent, committed people and interesting work in an interesting environment, but we have some dynamics / communication issues". They also felt that despite being in a successful, growing company, their career development and promotion opportunities were limited.

Each team chose goals for the team coaching based on this pre-assessment data. Goal setting was a key step that set the stage for the rest of the team coaching process, as highlighted in the next session.

6.3. Team Coaching Process

Despite their many differences in the results on the pre-assessments, both teams created similar goals for the team coaching. Both teams wanted to create a compelling purpose and direction for their teams, and work together more effectively. Table 27 identifies each team's coaching goals.

Catherine's team specifically had a goal to create a compelling senior team direction by working on a new cross-functional and innovative project that would potentially have broad impact across government. Jacqueline's team focused their goals on creating a new vision, purpose, and working agreements. These goals served to support the new organizational structure that was rolled out at the team launch session.

Table 27: Coaching goals for each case study
(Bolded items represent overlap between the two case studies)

	#1: Government of BC (Catherine's team)	#2: Corporate Team (Jacqueline's team)
Coaching Goals	<ol style="list-style-type: none"> 1. Create a compelling senior team direction through working on a new cross functional and innovative project that would potentially have broad impact across government 2. Aim to achieve goal number one by shifting to more participatory meetings, and developing new ways of collaborating between business lines outside of meeting times 	<ol style="list-style-type: none"> 1. Create a compelling team purpose by defining what TEAM means for the group 2. Enhance relationships with each other 3. Work together more effectively as a team using a team charter to guide our focus and behaviours (e.g., vision, mandate, working agreements, goals, and success measures) in support of the new organizational structure.

The rest of the coaching sessions focused on supporting the teams to achieve their goals. Table 28 shows the highlights of this coaching process for the two day launch and the middle coaching sessions for each team. The key variation in the team coaching process between the two case studies was the number of team coaching sessions in which each team participated after the two day offsite, and the timeframe between the start and end of the coaching. Catherine did eight follow-up sessions, whereas Jacqueline's team had four follow-up sessions. Typically, Jacqueline's sessions were twice as long as Catherine's.

These differences are described in each of our detailed case study descriptions and it reinforces that team coaching, although having some structure will end up being customized and fluid in real practice. Inevitably, there are business demands and issues that influence the timing and needs that the team will have, thus impacting how the coaching is configured to best meet the team's needs.

Table 28: Comparison of coaching process
(Bolded items represent overlap between the two case studies)

	#1: Government of BC (Catherine's team)	#2: Corporate Team (Jacqueline's team)
Timeframe by date	April 2011 - March 2012 Total: 11 months (3 month break)	October 2011 – April 2012 Total: 6 months
Number of team coaching sessions	1 pre-offsite session debrief 1 two day team launch 8 one hour coaching follow-ups	1 pre-offsite session debrief 1 two day team launch 4 two hour coaching follow-ups
Team leader coaching	Team leader sessions mid-way to end of coaching	Team leader sessions throughout coaching period
Individual team member coaching	Coached one team member for adjunct career coaching half way through team coaching	Coached two key leaders who reported to the team leader pre and post team coaching
Typical length of coaching sessions	<ul style="list-style-type: none"> • 1 hour each for 5 sessions, • 2 hours for August and January • Half day for closing session 	<ul style="list-style-type: none"> • 2 hours
Key areas of focus in the two day team offsite session	<ul style="list-style-type: none"> • Create a reflective & open space • Better understand styles and each other using the DISC • Create focus by reviewing mission and vision • Overview of team effectiveness • Define our collaborative project • Introduce peer coaching training • Identify individual learning goals that fit with the bigger team coaching goals • Define next steps 	<ul style="list-style-type: none"> • Define / understand what TEAM means for this team • Define team vision • Better understand team dynamics / styles • Define our team norms and the individual behaviours required for success • Identify how we structure ourselves to do challenging work • Revisit our team priorities • Clarify / understand what the team needs from the leader • Define next steps
Summary of middle coaching sessions	<ul style="list-style-type: none"> • Focused on achieving goals • Introduced and reinforced working agreements • Identified success measures • Supported team reflection and learning 	<ul style="list-style-type: none"> • Focused on achieving goals • Refined and reinforced working agreements • Identified success measures • Supported team reflection and learning

Another important difference between the two case studies was that although we each had an individual coaching component to our team coaching, the approach was somewhat different in each case study. Jacqueline incorporated leader coaching from beginning to end, in addition to continuing to coach two team members who had both begun individual coaching prior to the team coaching. Catherine added in team leader coaching part way through the process. Catherine also coached one individual team member on career goals.

The two day launch sessions were both held offsite with all team members. The goals that were similar to both teams were:

- review of team effectiveness concepts
- the use of a style assessment to get to know each other,
- creation / review of a team charter, which included vision, mission, working agreements, and the definition of a common, compelling direction.

There were a few differences between the coaching process that Catherine and Jacqueline delivered. Catherine's team included a discussion about peer coaching and individual learning goals. Jacqueline's team spent more time on the team charter since it was a newly defined leadership team with a new structure and reporting.

The middle coaching sessions were parallel in that the coaching for both teams was focused on goal achievement, working agreements, success measures, and support for team reflection and learning. There were differences in the exact processes and activities used since we each were flexible to the needs and presenting issues of our teams. Jacqueline had somewhat more of a structured approach to her team coaching sessions because her team was used to a very structured approach to meetings and business. Further, Jacqueline and her team leader collaboratively planned topics and agendas before each coaching session. Catherine had a more fluid approach and spent more time facilitating team process rather than setting up formal structures since this matched her team's informal way of interacting and communicating.

6.4. Team coaching closure and TDS review

The last team coaching session for both teams was focused on reviewing the team's achievement of their goals, celebrating their progress, and defining next steps. Catherine included some creative activities that supported the team to illustrate their team journey during the coaching period in her team's last four-hour session. Jacqueline spent most of her shorter, two hour session reviewing the TDS pre and post assessment results.

Overall, both teams felt that they had made meaningful progress, and had achieved their key goals through the team coaching journey. The comparison of the TDS pre and post assessment results provided a rich discussion for the teams. We did not have statistical significance information for the amount of change that occurred, nor has the tool been validated for that kind of pre and post comparison. However, the teams applied their own interpretations to the differences in their pre and post numbers. Table 29 identifies the areas that the teams focused on as being most improved or changed since the beginning of the team coaching.

Table 29: Comparison of TDS pre and post assessment changes
(**Bolded items** represent overlap between the two case studies)

TDS changes pre and post coaching	#1: Government of BC (Catherine's team)	#2: Corporate Team (Jacqueline's team)
Highest numerical increases	<ul style="list-style-type: none">• Well composed team (4.4 to 4.7)• Compelling direction (4.1 to 4.5)• Enabling structure (4.3 to 4.6)• Motivation and satisfaction (4.3 to 4.6)• Helpful coaching (3.8 to 4.2)	<ul style="list-style-type: none">• Team member relationships (3.3 to 3.9)• Enabling structure (3.3 to 3.9)• Well composed team (3.3 to 3.8)• Effective work management (3.1 to 3.7)• Helpful coaching (3.1 to 4.0)
No Numerical change or decreases	<ul style="list-style-type: none">• Team member relationships (4.9 to 4.7)• Supportive organization (3.9 to 3.7)	<ul style="list-style-type: none">• Real work team (3.7 to 3.7)• Motivating team task (3.9 to 3.9)

Both teams identified what they described as meaningful increases in enabling structure, well composed team, and helpful coaching. Catherine's team also focused on their increased scores on compelling direction, and motivation and satisfaction. Jacqueline's team focused on additional increases in their scores on team member relationship, and effective work management.

Catherine's team discussed the 0.2 decrease in two of the categories, team member relationships and supportive organization, and decided that these small numerical changes were not significantly different in their eyes. Jacqueline's team had no decreases for their TDS scores, but real work team and motivating team task had no change pre and post assessment.

In summary, both teams expressed that the TDS pre and post data confirmed and supported the progress they felt that they had made.

6.5. Post coaching interviews

We initially coded our transcripts by applying key words or topics to excerpts using Dedoose. We did not consider these topics to be themes at this point. They were an initial sort of the commonly occurring topics of conversation that we felt would reveal some themes to us through further analysis. What stands out as we look at the summary of the high (persistent) and low occurring topics in Table 30 is that individuals in both teams talked most about coaching, participation / contribution, success / successful, and business outcome / end product. We note that these topics aligned directly with the interview question topics. Catherine's team members talked about two topics frequently that were not directly probed in the interviews: participation / contribution, and relationships / dynamics. The only topic that Jacqueline's team discussed that was not directly probed in an interview question was participation / contribution.

The least occurring interview topics for both teams were the TDS, peer support, expansion outside of the team, and unsuccessful / not working. Catherine's team spoke less about the value added by the coaching. However, Catherine's team was not directly asked about what

was most or least valuable in the interview, while Jacqueline’s team was directly asked this question. Jacqueline’s team members talked least about personality style.

In the end, this Dedoose frequency count data served only as an initial sort of the topics that informed our more important next step of comparing and contrasting the themes in each of our dual case studies.

Table 30: Comparison of case study teams by topics

(Number of total comments for team, number of team members for topic)

(**Bolded topics** indicate similarities in both case studies)

Topics	#1: Government of BC (Catherine’s team)	#2: Corporate Team (Jacqueline’s team)
Persistent Topics (Top 6)	<ul style="list-style-type: none"> • Coaching (186, all) • Participation / Contribution (150, all) • Success / Successful (143, all) • Relationships / Dynamics (95, all) • Business outcome / End product (91, all) • Change (91, all) 	<ul style="list-style-type: none"> • Coaching (158, all) • Success / Successful (115, all) • Business outcome / End product (85, all) • Challenge / Struggle / Issue (83, all) • Participation / Contribution (80, all) • Change (90, all)
Least Common Topics (Bottom 5)	<ul style="list-style-type: none"> • TDS (1, 1 person) • Value add (18, 6 people) • Peer support (21, 6) • Expanding outside team (24, all) • Unsuccessful / Not working (25, all) 	<ul style="list-style-type: none"> • TDS (7, 3 people) • Personality style (11, 5 people) • Expanding outside team (12, 4 people) • Peer support (12, 6 people) • Unsuccessful / Not working (20, 5 people)

After we reviewed the most and least occurring topics for each team using Dedoose, we re-read the interviews and identified overall themes for each case study by research question. We provide this summary of the cross-case comparison of our individual case study themes by research question in Table 31. We did not include participant comments from our case studies in this section as we have already identified specific quotes to support each of our individuals’ themes in our independent case study sections. Instead, we focus on identifying the high level themes that were similar and different between the two cases.

Table 31: Identification of cross-case themes for research questions 1 and 2
(Bolded themes indicates similarities in both case studies)

1. What are the participant's significant meaningful experiences or turning points during the team coaching?		
Catherine's Team Themes	Jacqueline's Team Themes	Cross Case Themes
• Working agreements and participation (6/6)	• Team charter and working agreements (6/6)	1. Team charter and working agreements (12/12)
• Team member participation (6/6)	• Honesty and disclosure (6/6)	2. Full participation (12/12)
• Style assessment (6/6)	• Team member departures (5/6)	
• Collaborative project (3/6)	• Structural changes (6/6)	
2. What changes do the participants feel they made in (a) the business; and (b) their effectiveness as a team as a result of the team coaching?		
Catherine's Team	Jacqueline's Team	Cross Case
• Collaborative business products (5/6)	• Productivity and collaboration (6/6)	3. Collaboration and productivity (11/12)
• Authentic relationships (6/6)	• Work environment and relationships (6/6)	4. Improved relationships (12/12)
• Personal learning and change (6/6)	• Personal learning and change (6/6)	5. Personal learning and change (12/12)
• Participation and dialogue (6/6)	• Communication improved (4/6)	6. Communication and participation (10/12)
• Impact outside of the team (6/6)	• Reputation and impact beyond the team (3/6)	7. Impact beyond the team (9/12)
• Peer coaching (4/6)		

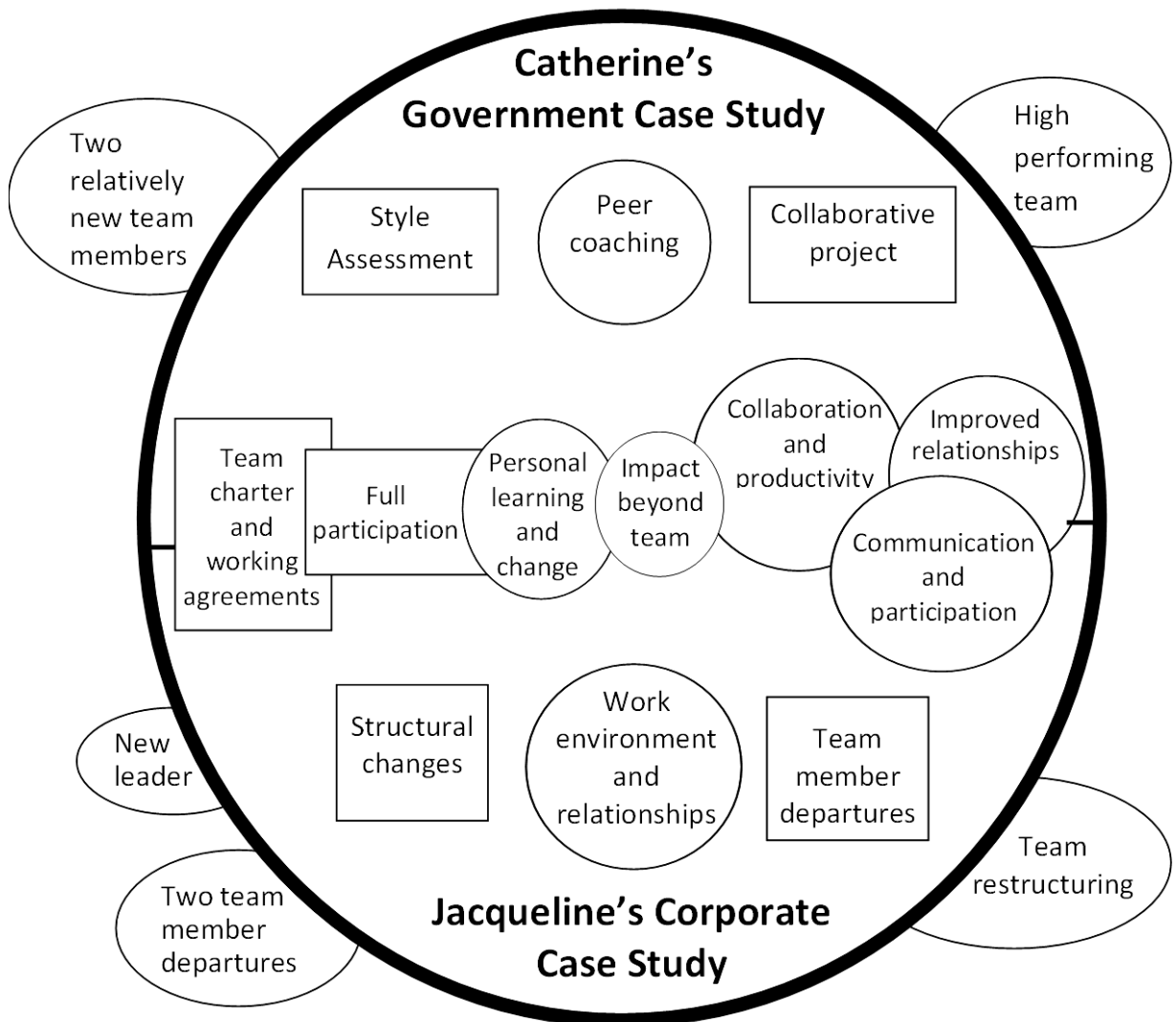
6.5.1. Research Question 1: Meaningful Experiences or Turning Points

The first research question explored the participant's meaningful experiences and turning points during the team coaching. One of the meaningful experiences that both teams identified was the establishment of working agreements for their respective teams. All twelve participants referred to the working agreements often in their interviews. The agreements were more than a significant event for the participants; they described them as having a meaningful and influential impact on their team effectiveness. Thus, working agreements were not only a theme for the turning point question; this theme intersected with other themes, and came up numerous times in the other research questions as well.

The second experience that the two teams had in common was the importance of full participation in supporting team performance. In Catherine's team, this participation turning point was emphasized in an incident where one team member spoke up in a timely way at a particular meeting, and shifted the participation levels for team meetings thereafter. In Jacqueline's team, this participation turning point occurred at the two day offsite. Coaching supported team members to come forward and speak more openly and honestly than they had ever done before, and this also carried forward to their future team meetings. These similar turning points are identified in Figure 11 (rectangles in the centre of the diagram), along with the unique turning points for each team (rectangles in relevant semi-circle).

The different turning points were very unique to each team and their circumstances, as discussed in each case study. Catherine's team identified two unique turning points, learning through the style assessment, and full collaboration on a newly defined team project. There were also two unique turning points for Jacqueline's team: the organizational structure changes and the departures of two team members during the team coaching period.

Figure 11: Themes in turning points (rectangles) and changes (circles)
 (Key contextual factors for each team in ovals outside main circle)



Research Questions

1. What are the participant's significant meaningful experiences or turning points during the team coaching?
2. What changes do the participants feel they made in
 - (a) the business, and
 - (b) their effectiveness as a team as a result of the team coaching?

6.5.2. Research Question 2: Changes as a Result of Team Coaching

The second research question explored the changes that participants felt that they made in (a) the business, and (b) their effectiveness as a team as a result of the team coaching. There were a number of similarities in the changes each team identified as a result of the team coaching, as identified in Table 31. Seven similar change themes include: improvements in collaboration, productivity, relationships, personal learning and change, impact beyond the team, and enhanced communication and participation. For the purposes of the cross-case analysis, we broke Jacqueline's change theme of more positive work environment into two themes. This acknowledged the unique improvement in the positivity of their work environment, which coincided with the more positive relationships that Catherine's team also experienced. These similarities are also highlighted in Figure 11 as overlapping circles in the middle of the figure.

The changes attributed to the team coaching that were unique to each team are identified in the independent circles in each case study's semi-circle in Figure 11. Catherine's team members described the development of a peer coaching network, a focus that did not occur in Jacqueline's team. Although both teams talked about impact beyond their own team, Catherine's team members focused on enhanced collaboration and integration among the broader teams in the organization.

Jacqueline's team also discussed impact beyond the coached team, but focused more on an improved team reputation, or brand, within their department and with the senior leadership team. Further, a more positive work environment was a key change that Jacqueline's team members ascribed to the team coaching.

6.5.3. Research Question 3: Most and Least Valuable Aspects of Coaching

Our third research question was aimed at determining the most and least valuable aspects of the coaching, according to our participants. We further explore the implications for practice of these valuable / least valuable components in the team coaching in our Interpretations, Conclusions, and Recommendations chapter. In this section, we present the findings from our cross-case comparison of valuable / least valuable team coaching aspects.

We identified six common themes between our two teams related to what our team members found to be most valuable in the coaching process, as identified in Table 32 and Figure 12. These six themes included: (i) coaching activities and components, (ii) coach's manner and actions, (iii) team launch, (iv) coaching structure and follow-up, (v) team leader modelling and support, and (vi) sustainability.

The coaching activities and components that were mentioned most frequently were the style assessment, TDS, and specific games and structured activities. Further, having a structure for the meetings that team members came to expect was identified as valuable. Catherine's team particularly appreciated the regular check in about how they were personally feeling and working together at the beginning of every team coaching session. Similarly, Jacqueline's team talked about the value of having an agenda and a check in on working agreements and commitments / actions as a regular part of their team coaching sessions.

Catherine's team most appreciated the style assessment and the learning they had about each other and their team from this assessment. They used this information to encourage individual ways of enhancing participation in team meetings and in the team project. Only one person talked about the TDS.

Jacqueline's team most appreciated the pre and post measurement Team Diagnostic Survey as a way to chart their progress over the six months. Only one person talked about the DISC.

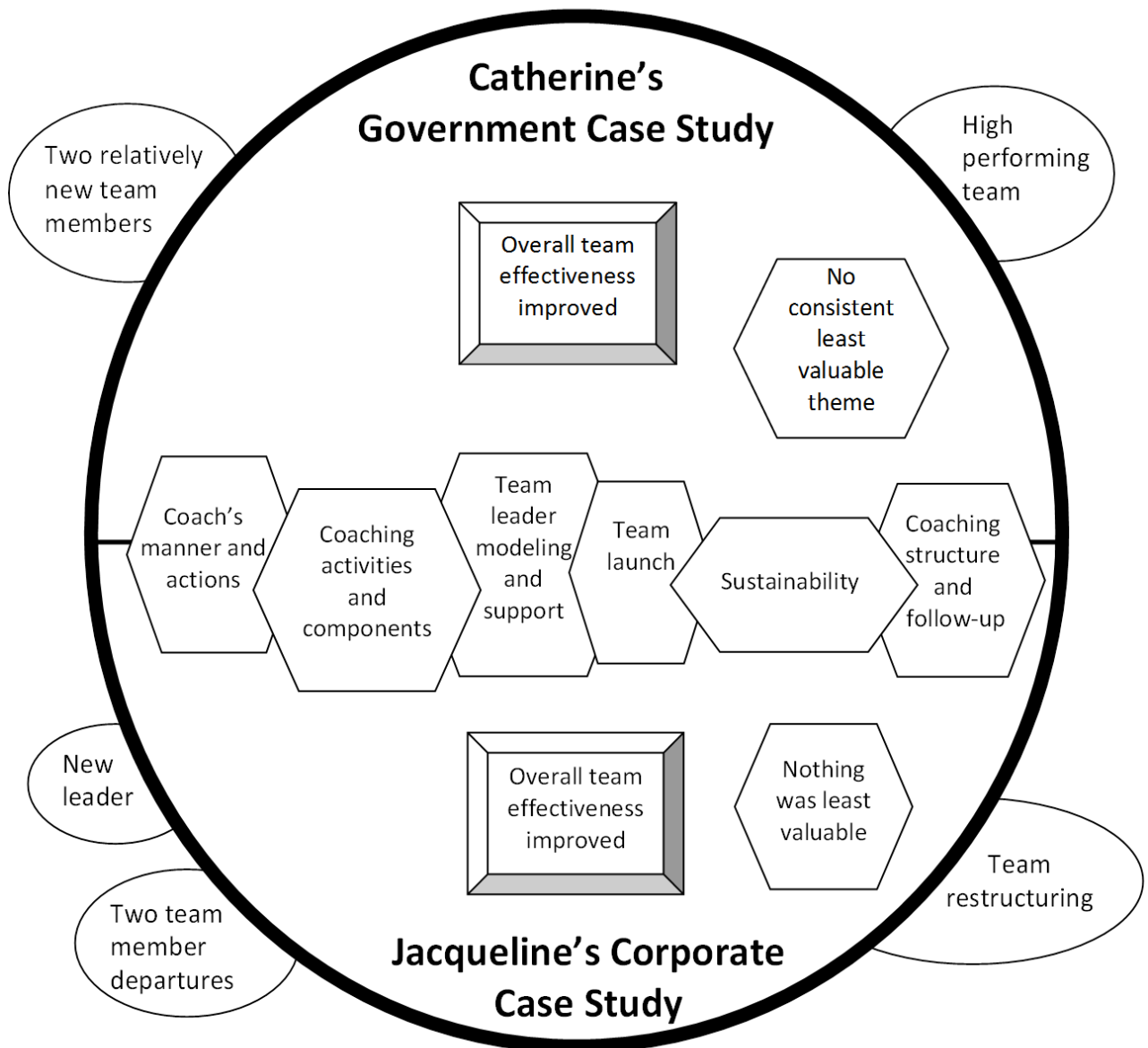
In both teams, participants described the active and important role of the team leader in supporting their team's changes. Catherine's team focused on the team leader's modelling of behaviours and personal disclosure within the team meetings. Jacqueline's team, on the other

hand, focused more on the team leader's active support to initiate and sustain support for the team coaching generally. In fact, several of Jacqueline's team members felt that the team leader support was intimately integrated with the ability for the team coaching to be successful.

Table 32: Identification of cross-case themes for research question 3
(**Bolded themes** indicates similarities in both case studies)

3. What are the implications for practice from what participants identify as most and least valuable to them in our leadership team coaching process?		
Catherine's Team	Jacqueline's Team	Cross-Case
<ul style="list-style-type: none"> • Coaching skills and components (5/6) • Style assessment (5/6) • Check ins (3/6) 	<ul style="list-style-type: none"> • Coaching activities and components (6/6) • Assessments (3/6) • Team coaching valuable overall (4/6) 	8. Coaching activities and components (12/12)
<ul style="list-style-type: none"> • Coach's manner and actions (5/6) 	<ul style="list-style-type: none"> • Coach's manner and actions (6/6) • Safe environment (3/6) 	9. Coach's manners and actions (11/12)
<ul style="list-style-type: none"> • Offsite days (4/6) 	<ul style="list-style-type: none"> • Two day offsite (6/6) 	10. Team launch (10/12)
<ul style="list-style-type: none"> • Just in time coaching (3/6) 	<ul style="list-style-type: none"> • Coaching structure (6/6) • Follow-up (3/6) 	11. Coaching structure and follow-up (9/12)
<ul style="list-style-type: none"> • Team leader modelling (5/6) 	<ul style="list-style-type: none"> • Team leader support (4/6) 	12. Team leader modelling and support (9/12)
<ul style="list-style-type: none"> • Thoughts about the future (3/6) 	<ul style="list-style-type: none"> • Hopes and concerns for the future (4/6) 	13. Sustainability (7/12)
	<ul style="list-style-type: none"> • Individual coaching (4/6) 	
<ul style="list-style-type: none"> • No consistent "least valuable" theme 	<ul style="list-style-type: none"> • Nothing "least valuable" (5/6) 	14. No common least valuable items
4. Does team effectiveness change after a six-month period of team coaching?		
Catherine's Team	Jacqueline's Team	Cross-case
Yes, the overall team effectiveness improved	Yes, the overall team effectiveness improved	Overall team effectiveness improved

Figure 12: Identification of valuable/least valuable and team effectiveness changes
(Key contextual factors for each team in ovals outside main circle)



Research Questions

3. What are the implications for practice from what participants identify as most and least valuable to them in our leadership team coaching process?
4. Does team effectiveness change after a six-month period of team coaching?

When asked to describe what was least valuable, Catherine's team had a few unique, individual comments with no overriding theme. A couple of people found some of the games to be less valuable because they didn't see the purpose in them or didn't get as much value out of them as they did with other activities. Most of Jacqueline's team members said that nothing about the team coaching was "least valuable".

Most of our team members had only positive comments, despite our explicit questions that asked them about disappointments, unmet expectations, and less valuable experiences. We were surprised at their positive reactions, and consistent commentary that it was all such a positive experience for them, since in our experience this is rarely the norm. We did take care to note the few, unique concerns that came out in the individual interviews in each of our case study sections. There were no consistent themes, however, in these unique comments. Jacqueline's team did have a couple comments about the negative experience some team members had related to the departure of one of their team members.

We also noted a minor theme between the two cases in the additional comments that one team member on each team made about timing. Catherine's team member expressed that the extension of their team coaching time frame from six to eleven months was helpful and necessary for them. In contrast, Jacqueline's team member mentioned that the six month time frame for their team coaching was ideal, not only for their team, but probably for a team coaching contract and timeframe in general.

Another common theme was revealed as team members talked about the team coaching closure. Both teams were thinking about sustaining gains that they had made through the team coaching. There was a mix of individuals on each case study team who felt hopeful and at least one team member on each team who expressed curiosity or trepidation about the team's ability to self-coach and continue their progress.

6.5.4. Research Question 4: Team Effectiveness Changes after Team Coaching

Our last research question was aimed at determining if team effectiveness changed as a result of the team coaching. We found that in both case studies, the teams described a positive change in team effectiveness at the end of their team coaching period. We point to the changes in their TDS results that both teams interpreted as indicating improved team effectiveness. In addition, the rich descriptions provided by the team coaching participants themselves indicated that all twelve of them experienced personal and team learning and change as a result of the team coaching experience.

7. Interpretation, Conclusions and Recommendations

Team coaching is a growing area of interest without a significant body of academic literature or even practitioner literature of its own. Our dual case study adds to the growing body of evidence based research in the field. We aligned the team coaching approach we took within our case studies with both practice and relevant research studies. Thus, we interpret our findings in this chapter by key topics that were selected based on the themes that were most prevalent across our teams and / or that had strong links to the team effectiveness and / or team coaching literature, as follows:

- Similarities Across Case Studies
- I-P-O Model
- Relationship Focused Outcomes
- Timing of Coaching
- Team Launch and Team Charter
- Working Agreements
- Coach Manner and Actions
- External Coach Impact
- Personal Learning and Change
- Individual Coaching
- Peer Coaching
- Sustainability and Maintenance
- Impact Beyond the Borders of the Team

In addition, we propose a new High Performance Team Coaching Model, based on our research. We close the chapter by discussing the limitations of the research, recommendations for team coaching practice, and suggestions for future research.

7.1. Similarities Across Case Studies

We purposefully wrote our case study findings separately from the other researcher, unlike our other dissertation chapters. We were intrigued but not surprised to see our differing styles as coaches came through in the way that we each presented our individual team case studies and their respective findings. Catherine adopted a more fluid, solution-focused coaching approach, while Jacqueline used a more structured, business, and outcome focused approach.

In addition, the contrast in team starting points and cultures stood out to us when we read each other's accounts, and may be noticeable to readers as well. Catherine's team was a much higher performing team as identified in the TDS scores, in the way the team described themselves, and in how they were identified in their organization. Jacqueline's team saw themselves as delivering on their business goals, but unlike Catherine's team, described themselves as disconnected and lacking cohesiveness. The culture of Catherine's team focused on celebration, appreciation, team successes, and mutual respect. The culture of Jacqueline's team was more competitive and individualistic. Jacqueline's team also ascribed a tone of negativity to their team at the beginning of the coaching. Catherine coached a team in government and Jacqueline coached a team from the corporate sector. The themes of turning points, outcomes, and valuable coaching components were surprisingly similar both within the teams and between the teams, despite the obvious contextual differences.

We also wondered if we ended up coaching a high performing team (Catherine) differently than we coached a striving team (Jacqueline), despite using a similar coaching process. We believe the answer is yes, and no. We discovered that the commonalities in our team coaching approach were valuable to both teams, and our customizations for their unique characteristics did not generate highly differentiated reactions and/or outcomes. Catherine coached her team to define and implement a project that helped team members develop interdependency and incorporated more peer coaching / support. Jacqueline focused on coaching a team to higher performance and positivity, and an improved team brand / reputation.

In fact, we used a similar coaching process, but Catherine chose more solution focused coaching techniques (Meier, 2005), such as positive scaling questions and building upon positive successes, precisely because her team was high performing and already had a positive

work environment. She was asked to coach her team to “raise one notch higher” in performance. This continued the team’s aim for excellence as they did not assume their current level of high performance meant they would necessarily stay there without a conscious effort. Jacqueline also needed to meet her team where they were at in their performance level by helping the team form as a new management team, and do a turnaround of their department culture from somewhat negative to positive. Unlike Catherine’s team, Jacqueline’s aim was to build positivity versus leverage positivity. This difference between our case studies reflects our belief that the coach needs to match and reflect the realities of the team’s current situation, positive or negative, and move the team forward from there by helping them define a common, compelling goal, and then identify next steps and behaviours to achieve that goal.

We had not expected to be able to see such strong commonality between our two case studies because of the obvious differences in the cultures and starting points of our teams. Our starting assumption was reflected in our choice of qualitative methodology, which focused on turning points rather than theory building; we were conscious that two small case studies limit generalizability. However, due to similarities of the outcomes and valuable components our teams identified, we decided to develop a team coaching model, which we describe later in the chapter.

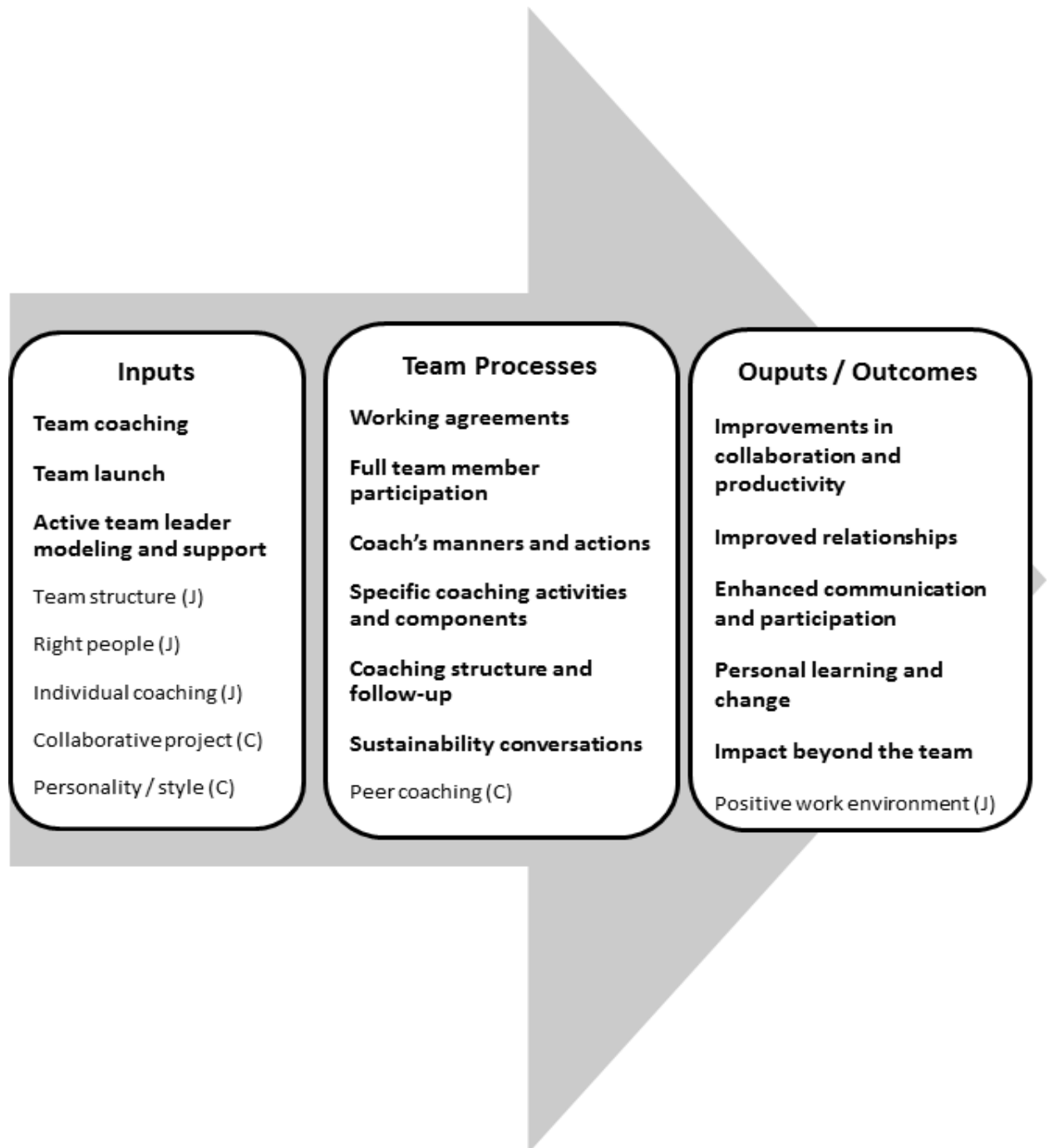
7.2. Classifying Case Study Themes in an I-P-O Framework

We noted similarities between our two team’s findings, as well as between our findings and other studies. We have presented these common findings using an I-P-O (input-process-output) framework, identified in Figure 13. This framework is similar to the classification approach used by Buljac-Samardžić (2012). We highlighted our case study findings as “outcomes” in our Findings chapter. However, these are often labelled as outputs in the literature. This output label aligns well with the observation that the outcomes our participants identified were actually process outputs, not measurable business outcomes. Further, some researchers classify relationship factors and learning as processes (Buljac-Samardžić, 2012), although we chose to classify them as outputs because our participants described them as outcomes. This classification aligns with Mathieu et al. (2008), who also identify some interpersonal factors and learning as outputs.

Figure 13: Dual case study themes classified into an I-P-O framework

Dual case themes in **bold** type

Individual case themes identified with a (J) for Jacqueline and a (C) for Catherine



We chose to classify team coaching as an input, not a process, because, our review revealed that team coaching is classified as an input in the I-P-O model as defined by Buljac-Samardžić (2012, p.22). Similarly, Wageman et al. (2008) identify team coaching as one of the six conditions for team effectiveness. These conditions primarily fall into an input classification in the I-P-O model. We further classified individual coaching as an input, similar to team coaching, because someone outside of the team provided this individual coaching service. Further, the individual coaching was focused on building skills and capabilities, which are typically classified as an input (Buljac-Samardžić, 2012). We did differentiate peer coaching as a process, rather than an input, because while the coach may teach peer coaching skills, the team members continue to coach one another on an ad hoc or structured basis throughout the team life cycle.

We compared our I-P-O categorization to the team coaching literature to identify the inputs, processes, and outputs / outcomes that other studies reported. Other case studies identified similar themes, although some of the exact wording is different, as noted in Table 33. Even though we are comparing our findings to these case studies, some of these case studies were not as rigorous in their methodologies as our case study. Some appeared to be detailed descriptions of team coaching experiences (Blattner & Bacigalupo, 2007; Clutterbuck, 2007), or team coaching with an evaluation component (Anderson et al., 2008), rather than studies based on case study research design, as outlined by Yin (2009). Regardless, we believe there is value in their findings and the comparisons we can make between the studies.

We also reference Marshall's (2006) critical incidents in coaching study because of her finding about the importance of the coach's manner, even though she was focused on individual, not team coaching. We hypothesized that the coach's manner is just as important in team coaching as in individual coaching, and it certainly was important to our participants. We also included Mathieu et al.'s (2008) meta analysis findings which identified many coaching outcomes from a variety of studies, and Buljac-Samardžić's (2012) survey on team coaching in long term care teams.

Table 33: Comparison of our case studies to other case studies / case descriptions

Our theme	Other case study themes / findings	Researcher
Active team leader modelling/ support	<ul style="list-style-type: none"> • Coaching and developing others 	<ul style="list-style-type: none"> • Anderson et al. (2008)
Individual coaching	<ul style="list-style-type: none"> • Value in the combination of individual and team coaching sessions 	<ul style="list-style-type: none"> • Haug (2011)
Full participation	<ul style="list-style-type: none"> • Increased teamwork 	<ul style="list-style-type: none"> • Anderson et al. (2008)
Coach's manner and actions	<ul style="list-style-type: none"> • Coach-client connection and positive regard 	<ul style="list-style-type: none"> • Marshall (2006)*
Improvements in collaboration and productivity	<ul style="list-style-type: none"> • A more cooperative, collaborative, and productive group, focused on important strategy and business goals • Collaborative decision making 	<ul style="list-style-type: none"> • Blattner & Bacigalupo (2007) • Woodhead (2011)
Improvements in relationships	<ul style="list-style-type: none"> • Openness • Caring about one another; more congruency between what people said and did • Relationship quality • Improved communications and relationships 	<ul style="list-style-type: none"> • Blattner & Bacigalupo (2007) • Kegan & Lahey (2009) • Mathieu et al. (2008) • Woodhead (2011)
Enhanced communication and participation	<ul style="list-style-type: none"> • Communicating with employees • Participation, and more congruency between what people said and did • Realizing ability to contribute value to team • Communication • Improved communication and relationships 	<ul style="list-style-type: none"> • Anderson et al. (2008) • Kegan & Lahey (2009) • Haug (2011) • Mulec & Roth (2005) • Woodhead (2011)
Personal learning and change	<ul style="list-style-type: none"> • Enhanced learning • Interaction pattern supporting learning, creativity, change and innovation • Taking the time to reflect 	<ul style="list-style-type: none"> • Clutterbuck (2007) • Mulec & Roth (2005) • Haug (2011)
Greater impact beyond the team	<ul style="list-style-type: none"> • Improved effectiveness as a leadership team generalized to the leadership of their teams • Focused on key strategy and business goals • Cascading information to own teams 	<ul style="list-style-type: none"> • Anderson et al. (2008) • Blattner & Bacigalupo (2007) • Woodhead (2011)
Personality factors	<ul style="list-style-type: none"> • Personality factors 	<ul style="list-style-type: none"> • Buljac-Samardžić, 2012
Positive team climate	<ul style="list-style-type: none"> • Positive team climate • Psychological safety • A safe space for opening up 	<ul style="list-style-type: none"> • Blattner & Bacigalupo (2007) • Mathieu et al. (2008) • Woodhead (2011)
Sustainability	<ul style="list-style-type: none"> • Commitment and sustainability 	<ul style="list-style-type: none"> • Woodhead (2011)
Team launch	<ul style="list-style-type: none"> • The opportunity and forum for discussions 	<ul style="list-style-type: none"> • Woodhead (2011)

* Marshall (2006) was a study of individual, not team coaching

Buljac-Samardžić (2012) found learning and team safety to be key coaching themes. Mulec and Roth's (2005) study supported our theme of personal learning and change. Blattner & Bacigalupo (2007) found similar collaboration and productivity themes as we did. Anderson et al. (2008) described an increase in teamwork that connects to our theme of full team member participation. They also identified comparable outcomes of active team leader modelling and support, communication, and greater impact beyond the team. Other researchers described qualities of improved relationships (Kegan & Lahey, 2009). Haug's (2011) participants found value in the combination of individual and team coaching sessions, similar to our participants' experience. Haug's participants also described learning about their contributions to the team, which aligned with our outcomes of enhanced communication and participation. Marshall's (2006) coach-client connection and positive regard theme matches our coach's manner and actions theme. Mathieu et al. (2008) also described improved relationships as a coaching outcome in their meta-analysis.

In particular, Mathieu's identification of the coaching benefit of psychological safety has similarities to Jacqueline's themes of positive work environment, enhanced communication, and improved relationships. Clearly, team members needed to feel safe enough to bring issues out into the open versus "gossip in the hallways," as the team described it. Catherine was working with a team that already had high levels of respect and trust with each other; however they too increased their levels of openness and honesty with one another. A number of other studies also identified trust and openness as factors that enhance team effectiveness (Felps, et al., 2006; Giester, et al., 2006; Kozlowski, et al., 1996, Liu, et al., 2010, Woodhead, 2011).

Although there were many similarities between our case studies and others, the participants in our study talked about some themes that other case studies did not identify: team structure, the team launch, having the right people, working agreements, specific coaching activities and components, coaching structure and follow up, and sustainability conversations. Also, other researchers mentioned themes that our participants did not identify, such as:

- decision making (Anderson et al., 2008; Mulec & Roth, 2005),
- employee engagement (Anderson et al., 2008),
- greater focus (Blattner & Bacigalupo, 2007; Woodhead, 2011),
- innovation and creativity (Buljac-Samardžić, 2012; Mulec & Roth, 2005),

- meeting efficiency, and information sharing (Mulec & Roth, 2005),
- self management, satisfaction and team empowerment (Mathieu, et al., 2008), and
- the value of the independent coach (Woodhead, 2011).

Case studies describe unique situations so there are inevitably differences in the context, approach, and outcomes between cases (Fillery-Travis, personal communication, 26 July 2012). We speculate that some of our themes are different due to four reasons: (i) different approaches to identifying themes, (ii) different vocabulary, (iii) memory or selective recall, and (iv) unique experiences.

First, other studies may have coded at a thematic level. In this case, they may not have identified particular themes such as overall coaching structures or the valuable aspects of team coaching, but rather directly identified subthemes such as working agreements. Second, participants and researchers all have their own language for describing their experience and thus may use different labels or descriptors. For instance, Mathieu et al. (2008) labelled one of their themes team empowerment, which we interpreted as similar to enhanced communication and participation. Third, participants may selectively recall coaching details, and it does not mean they did not have that experience; they just may not have recalled it at the time of the interview. Finally, as in any team interactions, we think that it is likely that our participants had some unique experiences which impacted the outcomes they reported.

7.3. Relationship Focused Outcomes

We started our research highly aligned with Hackman and Wageman, having a strong belief that a focus on enabling team design (compelling direction, enabling structure and organizational context) was more important than a focus on relationships to achieve team effectiveness outcomes. In fact, Jacqueline's team members commented that the structural changes on the team were strong contributors to clarity and greater performance. Jacqueline's team leader made structural changes to the team before the team launch based on Jacqueline's feedback that "basic structurally rooted difficulties" must be addressed before coaching can

have any value (Hackman & Wageman, 2005, p.283). Her team leader had been planning to restructure eventually, however did so earlier than planned based on this information.

Jacqueline's team leader expressed confidence at the beginning, and at the end of the coaching, that restructuring before formally launching the team and starting the coaching was indeed the right choice. All of Jacqueline's team members concurred and discussed the restructuring of the department as a key turning point for their team during the team coaching process. Catherine's team talked less about team structure and design, but they did highlight the creation of a compelling, interdependent direction as being important to their team performance. Both teams also highlighted the value of working agreements which is a key component of a strong team structure (Wageman, et al., 2008).

Overall, though, our team members discussed relationship dynamics more frequently in coaching sessions and final interviews, than they did team structure and design. We wondered whether our teams were so relationship focused that they did not fully see the importance of their team design, as Beckhard (1972), Hackman and Wageman (2005), and Sinclair (2012) identified in their work on key team effectiveness factors and conditions. On the other hand, we were cautious about diminishing the importance that our participants put on the relationship factors. Certainly Martin (2006) found that her focus group participants also had a strong relationship focus when she tested Hackman and Wageman's (2005) six conditions of team effectiveness model in her team coaching study.

Furthermore, Edmondson (1999) researched an integrated approach to team effectiveness, hypothesizing that performance may not be an either-or proposition of team structure and design versus interpersonal factors. She studied real teams in their natural work settings to see if both team structure and design (including team coaching), and interpersonal factors such as shared beliefs were required to create learning and team performance. She examined how psychological team safety enabled individuals to take interpersonal risks and thereby learn without fear of conflict or other negative consequences. A safe environment meant individuals felt comfortable asking for feedback on tough problems or issues, without fear that they would be rejected for being different or undermined. She determined that structure was necessary but not sufficient on its own to create team performance. Edmondson found that teams needed a learning format that increased safety on the team, which in turn led to greater performance.

We took a dialectical stance in the end and like Edmondson, didn't rule out the value of team structure and design, or the value of interpersonal factors. We believe teams achieve their results through many different pathways, as does Hackman (2012), and this was confirmed in our case studies. Other practitioner-researchers have taken different approaches and achieved similar results to us as well. Woodhead (2011), took a relationship focused approach in her team coaching case study, even more so than Catherine, who did relationship focused coaching activities but still linked them to desired business outcomes. Woodhead reported similar findings to ours despite her more relationship focused coaching. Her participants described post-coaching outcomes comparable to ours: commitment, sustainability, communication, improved relationships, and enhanced positive regard for each other. The differences that we noted in her results from our case study outcomes were themes of improved clarity of shared goals, decision making, and information sharing.

Our case studies aligned with others who have found that from the team member's perspective, relationships and team dynamics carry a heavy weight in their assessment of team performance. The difference for Jacqueline's team in particular was that her case study participants did highlight structure more strongly than we heard in other case studies. This may have been because it was not an issue in other cases, or for other unknown reasons, as discussed in the last section.

7.4. Timing of Coaching

We believe that our team's positive coaching experiences may have been influenced, in part, because we designed our coaching with timing factors in mind. Hackman and Wageman (2007), and Fisher (2007) report that coaching is best done at the beginning, midpoint, or end of a team or task cycle. Their research drew upon on Gersick's (1988) punctuated equilibrium theory that states that the biggest team changes occur at these cyclical times, so this is when a team is most open to coaching. We ensured that our teams were clearly in one of these three most potent change times. In both cases, our teams began coaching at the beginning of a team cycle. Catherine's team collaboratively selected and started a project to work on throughout the coaching timeframe, creating a new task cycle and coaching focus for the team.

Jacqueline's team was newly forming as a leadership team and they also had just restructured so she was truly working with a brand new team at the beginning of the team's cycle.

Our team members made various comments about the overall duration of the team coaching contract and its relationship to their ability to achieve their outcomes. Both teams felt that the lengths of their coaching interventions were perfect. In fact, the team members stated that their team coaching length was probably ideal not only for them, but maybe even for others. What is interesting about their recommendations is that each team actually had a different time frame. One of Catherine's team members felt that their eleven month team coaching time frame was imperative for them to have achieved the outcomes that they did. Catherine did re-contract in the middle of this eleven month period at the request of the team who felt closure would be premature as they considered that they were just starting to reach their goals. In contrast, one of Jacqueline's team members mentioned that the six month time frame for their team coaching initiative was ideal for them to achieve their outcomes.

In both cases, we ended up adapting the agreed upon timeframes to meet the business needs of the teams, and both teams had someone comment about the appropriate fit of the timeframe for them. However, most of the participants in our study made no comment about the duration of the coaching. Perhaps that meant that nothing stood out to them about timing, or maybe the timing worked well for them, or some other reason altogether. Further, sometimes what people don't talk about is just as important as what they choose to discuss, so we did not take this as a sign that duration was unimportant (Fillery-Travis, personal communication, 13 July 2012).

Our case study findings and the literature suggest to us that team coaches may best serve their clients by agreeing upon an initial time frame for the coaching contract based upon the team's key goals and the timeframes expected to achieve those goals. Hawkins agrees, and believes that there is no best timeframe for a team coaching contract; the timelines and milestones to check in on progress need to match the team's goals and aspirations (personal communication, 23 July 2012). Some kind of time bound agreement would seem to be important, however, to provide a structure and a finish line for which to aim. Near the end of the team coaching, however, coaches can support teams to re-evaluate and determine if coaching closure or continuation best meets their needs.

We suggest that micro-timing is also important to understand, in addition to the macro-timing of the team's beginning, midpoint and end. We define micro-timing as the timing within coaching sessions, and it is important to match the coaching activities, session timing, and focus to team stages and needs. For example, just in time coaching was both a turning point, and a valued aspect of the coaching for Catherine's team. The team participants discussed how critical it was for Catherine to meet with their team directly after their project meetings. Waiting more than a couple of days was considered a lost learning opportunity for the team. An example of micro-timing for Jacqueline's team was how Jacqueline and her team leader co-created agendas before each coaching session that were focused on pressing business needs.

7.5. Team Launch and Team Charter

Both teams commented about meaningful events and turning points that occurred during the two day team launch. Also, many of the team members commented that having the offsite together to focus on the team goals, dynamics, and relationships provided them with an opportunity to create a forum for a more reflective, participatory space than they were typically able to create in a shorter meeting time back at the office. Having more uninterrupted space and time together facilitated more personal connections and more relaxed, open dialogue unconstrained by time limits and workplace decorum.

Catherine's team identified their style assessment conversations at the team launch as a key turning point for their team while Jacqueline's team identified the team charter they created at the session as pivotal for her team's success. We note that although the teams focused on different aspects of the team launch, they both appreciated the overall opportunity to spend time together, suggesting that it is not only the activities that are important in the launch, it is the space created for the team that is also counts.

Further, the content of the team launch was similar for both teams. Hackman (2011) has said that there is great value in having the team take time out to focus on team design factors such as common goals and working agreements because it has a great impact on effectiveness. In

fact, Hackman (2011) attributes 30% of team effectiveness to a productive team launch, a relatively substantial impact for one or two days of time investment.

Catherine treated the beginning of the coaching process as a new beginning for the team with the definition of their collaborative project, even though her team was not technically at the beginning of the team development cycle. In effect the point in time a team begins a new task, strategy, or focus does put the team at the beginning of a new cycle. Jacqueline's team was truly at the beginning cycle since it was a new structure and a new formation of her team members into the management / leadership team. Thus, both teams used the team launch for the creation and/or renewal of foundational team elements. These elements were captured in the team charter, and included vision, values, purpose, goals, roles, working agreements, success measures, etc. This launch, or re-launch of the team in Catherine's case, provided the teams with an opportunity to set their goals, and create a plan and momentum to chart their way forward. As Hackman (2012) has cautioned, we ensured that we did not overdesign the session nor provide too much detailed guidance at this initial team launch, allowing the team space and autonomy over their path.

Significantly, five other authors detail coaching approaches that include at least one or more full day events with their teams near the beginning of the team coaching process, further emphasizing the value of a team launch (Anderson et al., 2008; Blattner & Bacigalupo, 2007; Clutterbuck, 2007; Guttman, 2008; Kegan & Lahey, 2009). We concluded from our case study findings and the support from the literature that a well designed team launch which focuses on creating a team charter, is an important part of an effective team coaching process.

7.6. Working Agreements

Working agreements are just one aspect of a team charter but our teams spoke repeatedly about the value of the working agreements that they collaboratively created within their teams. We highlight working agreements separately from the team launch and team charter because of the emphasis from our study participants, and support in the literature. For example, Anderson et al. (2008) and Guttman (2008) are both practitioners who have identified the value of helping teams develop new norms through clear working agreements.

Catherine's team created their agreements in their second and third coaching sessions, while Jacqueline's team created theirs at the team launch. In both case, these agreements proved essential to fostering new team behaviour in both teams. For both teams, our ongoing coaching provided reinforcement and encouragement to stick to the new working agreements and path each team was taking; a structured reminder of why they were working so hard to not re-engage in familiar, old routines. This concurs with the recommendation from Wageman et al. (2005) who encourage coaches to address routines and habits that are not functional and could limit team performance and innovation.

One unhelpful habit that both of our teams modified was the tendency for participants to withhold their thoughts and opinions. Diverse opinions were encouraged and everyone's voice was heard by having more active involvement of all participants in group discussions and decisions. This concurs with the team effectiveness literature that more openness and participation helps team members reveal more contrary and unique perspectives (Mesmer-Magnus & DeChurch, 2009). This openness counters the tendency of groups and teams to spend most of their time discussing redundant information that is already shared by most of the group members. Groups tend to spend far less time discussing information known only to one or a minority of members, and it is this unique information that is actually more important. Further, groups will have a tendency to perpetuate biases inherent in their shared understanding, rather than systematically consider other ways of viewing an issue (Mesmer-Magnus & DeChurch, 2009).

Both of our teams discussed this greater participation and disclosure as they shared their key turning points. Catherine's team described the pivotal changes that resulted from all team members playing a part to ensure that meetings were productive. Her team also talked frequently about another turning point when one team member spoke up in a conversation to offer a different perspective and solution for their team project when the rest of the team members were stuck. Jacqueline's team shared examples of greater disclosure at their two day launch in particular. They described several examples of when different individuals came forward during the session to apologize, express concerns about the level of honest disclosure in the group, or share uncomfortable feelings about the team's new structure. In both case studies, this higher level of disclosure also became a strong theme in the key outcomes the teams identified, especially as it related to improved relationships and positivity.

Catherine's team also had a subject matter expert that the team was trying to help engage more within their senior leadership team, and this team member reported that he too was learning how to contribute in a way that was appropriate for him. Her team's experience resonated with a study we reported earlier that found that teams with experts cannot assume that the expert can either run the group or know how to productively engage at a team level (Woolley, et al., 2008). Teamwork is challenging for organizations, and many incorrectly assume that teamwork is easy and self evident; teams may be particularly prone to this bias when they have experts in a subject area on their team (Klein, 2012).

There were also unhelpful patterns on both teams with respect to their responses to conflict. On Catherine's team, some team members were uncomfortable with two other members having open debates in team meetings, and saw this interaction as unproductive conflict. The conflict was focused on the team's task, although others perceived this conflict as a common occurrence between the two team members. Team members revealed their discussion after one particular incident, and then further discussed the impact of these debates between the two team members at a coaching session. These two team members decided that they could demonstrate their respect for each other's position by agreeing to disagree occasionally, knowing that they would sometimes fail to come to full resolution. This approach to conflict is supported by De Dreu and Beersma (2005) who encourage team members to speak up, even if it's to agree to disagree, and not feel like they need to have full resolution.

An unhelpful pattern of indirect conflict occurred when people spoke negatively about one another outside of team meetings on Jacqueline's team. The safety modelled through the coaching and created by having solid working agreements together provided a forum for her team members to speak up within the team. Further, one of their agreements was to address team members directly with concerns, thus creating an expectation that team members would support each other to go directly to each other, rather than to gossip behind each other's backs about concerns. Jacqueline encouraged the team members to coach each other to prepare for a conversation with the person being discussed thus supporting a positive reframe of past gossip opportunities. Jacqueline also followed-up in every coaching session by asking the team how they were doing with the working agreements, whether they were working or not, and whether they needed to be updated to best meet the team's needs.

The ongoing team coaching sessions enabled both teams to break from habitual routines to see issues and one another anew, as the coach supported open conversations and the revisiting of actions and agreements. “Just in time” coaching was an important theme for Catherine’s team, wherein participants commented that waiting a couple of days between their project meetings and the coaching meetings meant a lost learning opportunity for the team. Clutterbuck (2007) talked about this phenomenon of teams using coaching to reflect on and learn from their ways of working together in as optimal a manner as possible.

Wageman et al. (2005) found that senior leadership teams scored lowest on team norms compared to other types of teams, which we found interesting given our findings. They noted that their sample size was limited at that point so results were directional only, but intriguing. Our leadership teams indicated that establishing explicit team norms was critical to their success, as their previously more implicit ways of working together were not always getting them the interpersonal or cultural results that they wanted. Our team members felt propelled to change in ways that were not necessarily easy or comfortable once they committed to explicit team norms and agreements, and their fellow team members and their coach were holding them accountable to these agreements. However, our participants indicated that it was worth the effort as they experienced the positive results in relationships, clarity, and positivity as they followed their clear agreements.

7.7. Coach Manner and Actions

There is a growing body of research in coaching, and certainly an extensive body of research in counselling, that attests to the conclusive link between the working alliance and client outcomes (Horvath & Symonds, 1991). We too noted this observation in our teams; relationships were not just important between team members, the teams identified that the relationship with the team coach was also influential. Both teams expressed appreciation for the coaches’ manner, noting it as a success factor for their team coaching. These results are similar to the findings in Marshall’s (2006) study, in which she found that connection with the client and positive regard were coach factors that led to successful outcomes in individual coaching. We expect that Marshall’s findings would be similar for other team coaches as well. Both of us were able to connect and align our approaches with the team’s culture in order to

help them shift it. We note that not only does the coach have to be able to connect and establish rapport with their teams, at the same time; they need to stay outside of the team system enough to see it.

Catherine's team was warm and inviting so connecting was easy, however she needed to ensure that she did not assimilate so much as to lose her ability to be objective and helpful. In contrast, Jacqueline's team culture was more wary and reserved, although they quickly warmed up to her, and respected her skills and business oriented approach. She needed to convince the cynics on the team that this was not just another HR (human resources) team building event. One participant on Jacqueline's team summed up this skepticism; "I am paid to kick the tires of everything, be cynical- that's my job. I am pretty grounded with expectations. It [team coaching] was a pleasant surprise".

7.8. External Coach Impact

None of our participants specifically talked about the fact that their coach was external to their team in the interviews. However, we did hear comments about the value of the objectivity of an external coach during the team coaching process. Catherine was actually an internal coach, working for an overarching HR service for the whole provincial government; she had no prior or ongoing contact with this team outside of this coaching contract. Jacqueline was hired by her team through an external contract with the team leader.

We speculate that having an external coach may have facilitated team safety and catalysed change. Jacqueline, in particular, was working with sensitive team and related organizational issues. Jacqueline's team leader explicitly expressed appreciation for Jacqueline's sensitive manner and ability to maintain a high degree of confidentiality about some of these sensitive personnel and organizational issues during a meeting to validate the team's interview themes. Woodhead (2011) also speculated on the difference it made to have an experienced external coach in her study, based on her participants' feedback. She commented that, "being an outsider with no hidden agenda or preconceptions enabled team members to open up" (Woodhead, p. 112).

7.9. Personal Learning and Change

Personal learning and change was an important theme for both teams. A team is a collection of individuals that is greater than the sum of its parts; however, it is still a collection of individuals. Each individual needs to embrace the team's collective goals and personally align with them in order for the team to experience meaningful change. It is detrimental to team performance whenever anyone does not participate fully in the team. Both teams identified team member participation issues in their pre-coaching assessments.

All participants experimented with new behaviours and team roles, and it got worse before it got better for Catherine's team. Many individuals described elements of their personal change process: initial interest and motivation, experimenting, challenge and back sliding, and finally new behaviours becoming more automatic. They initially experienced more conflict in their collective effort to change at a team level. Members reminded one another, as did the coach, of why they chose to go through this process. Participants had expanded their personal efficacy and capacity, and felt positive and proud of their changes by the end of the coaching.

Jacqueline's team members expressed personal learning as a result of the team coaching. There was one specific example of both personal and team learning that team members discussed in their post coaching interviews. Jacqueline's team had not felt safe to fully disclose sensitive thoughts and feelings previous to the team coaching, and it took one individual to risk doing so before the others followed. Most team members stopped gossiping, but not all. One individual raised her concern in a team coaching session that there was continued gossiping happening among team members, but other team members did not acknowledge this as a big issue for them. This individual followed-up to speak with Jacqueline independently about the ongoing gossiping, and realized that perhaps this was more of an issue for her because she might have been enabling this behaviour in others. This team member made note of how pivotal this uncomfortable experience of broken working agreements was to her own personal learning. This team member did cultivate a new, respectful way to approach her team member when the working agreements were next breached. She accomplished this through the courage, discipline, and skill development that she gained in these informal, individual coaching sessions. Further, the rest of the team persevered with their new working agreements, and eventually the team perceived that the

amount of gossiping declined. The team members seemed to hold themselves accountable, and coached each other to address their concerns directly with others.

Buljac-Samardžić (2012) recently published a large study that described learning as a key team coaching process and an outcome, which was similar to our findings on personal learning. Reflection and learning facilitated critical team safety and innovation in her study of long term care settings. Clutterbuck (2007) also prioritized learning by embedding team learning into his coaching approach. He believes that teams can't leave learning together to chance. He emphasizes that teams must decide on a process to encourage learning, including setting learning goals as a team in a clear team learning plan. Teams need to take time to reflect between cycles of action to allow for learning, and this is not something teams tend to neither build in nor consistently do on their own (Hackman, 2003). Edmondson (2002) concurs that these pauses to reflect as a team generate both incremental learning and innovative learning.

We both used check-ins as a coaching tool to encourage connection, reflection, and to explicitly foster new learning. These check-ins consisted of individuals sharing their thoughts and feelings about different topics either at the beginning or end of coaching sessions. Catherine also encouraged team members to set individual learning goals that enhanced their team goals, as a way to promote learning. Jacqueline coached a number of team members on their leadership behaviours and possible contribution to the team to reinforce reflection and learning on her team. We supported efforts to motivate each team member to maximize their own learning in service of the team, similar to the approaches of Kegan and Lahey (2009), Clutterbuck (2007).

7.10. Individual Coaching

There were individuals in both of our case studies that received one-on-one coaching, formally or informally. Also, several team members on both teams commented on the value of adjunct individual coaching, whether they received it or not, as it supported people's learning and effectiveness in the team. Our participants seemed to recognize that we needed to activate change in the individual team members, as well as the team as a whole. This individual change

may occur through the team coaching only, but we see a role to accelerate the process via individual coaching, peer coaching, and/or individual development goals and activities that are aligned with the team's direction and that they pursue outside of the team coaching. Our recommendation aligns with many of the team coaching case studies we reviewed that also identified individual coaching of the team leader and/or team members as part of their team coaching processes (Anderson, et al., 2008; Blattner & Bacigalupo, 2007; Clutterbuck, 2007; Haug, 2011; Mulec & Roth, 2005; Woodhead, 2011). Further, Wageman et al. (2008) and Hawkins (2011) identified that coaching the team leader may benefit the team as the team leader grows their coaching skills and capacity to coach the team.

We have also observed that individual coaching can be a segue into team coaching for practitioners. In fact, this is how the team coaching request evolved for Jacqueline's team, since she had already been coaching two of the team members and this contact with the team leader facilitated the team coaching request.

Thus, it appears that our case studies and the literature concur that individual coaching may be a useful adjunct to team coaching, especially when individual goals align with the team goals.

7.11. Peer Coaching

Team coaching is described in the literature and in our experience with other coaches as focusing primarily on coaching (i) the whole team, (ii) the entire team along with the team leader, or (iii) a combination of individual and team coaching. Many practitioners have not incorporated peer coaching, nor is it explicitly described as a usual team coaching component in the literature, except in a few studies (Kegan & Lahey, 2005; Hackman & O'Connor, 2005). In fact, Hackman and O'Connor (2005) concluded that peer coaching had the most impact on team effectiveness compared to any other team intervention in their study of team leader and team member coaching behaviours. We note that their conclusion is based on coaching provided by the team leader, not from an external coach; however we do not believe that this minimizes the power of peer coaching. Hackman and O'Connor speculated that peer coaching is so powerful because it focuses team members on mutually important changes and behaviours within their locus of control. Peer coaching was found to be even more effective

than team leader coaching, perhaps because many team leaders don't have the time to coach their team members, so peer coaching was a valuable substitute (Hackman and O'Connor, 2005). Other researchers concur (Kegan & Lahey, 2009) and also strongly support peer coaching in their coaching frameworks.

We did incorporate some peer coaching in our team coaching interventions, although the impact was very different for each of our teams. Catherine formally taught her team to coach each other at the team launch session, and encouraged them to try peer coaching between sessions early on. She encouraged all team members to support the team to change, to fully contribute, and to draw upon each other's support and knowledge throughout the team coaching period. Catherine's team members highlighted this peer coaching as valuable, and at the end of the coaching, team members intended to continue a peer coaching network to share successes and support one another with their own ongoing team challenges.

In contrast, Jacqueline's team was encouraged to engage in peer coaching, and was provided with models to do this specifically as it related to ensuring accountability to their working agreements. They did not explicitly name peer coaching as an important component of their team coaching experience in the post coaching interviews. However, they did tell Jacqueline in individual conversations that they did some peer coaching with each other in between sessions.

We noted how effectively peer coaching anchored and reinforced the new behaviours and working agreements that team members wanted to incorporate, which links our dual case study experience with what we have read in the literature. Peer coaching incorporates structure, support, and accountability that allows for the team coach to successfully transition out of the coaching role as the team develops skills and abilities to more effectively self coach and sustain their effectiveness.

7.12. Sustainability and Maintenance

Peer coaching can be an important factor in sustainability and maintenance of team coaching gains, as we have just identified. Further, both of our teams discussed sustainability in their

post coaching interviews; wondering how they would ensure that their effort and investment in coaching carried forward now that the coaching was completed.

Catherine's team committed to peer coaching and continued use of their working agreements as keys to sustaining their new interdependent approach to their teamwork. They already felt that their new ways of working together were becoming more natural, so they were not as concerned about the potential for regression. They were actually more concerned about turnover of their senior leadership team members as people looked for new challenges, and wondered if they would be able to integrate new members successfully.

Jacqueline's team committed to continue to live their working agreements, and even further, they decided to roll out an updated form of the working agreements to their whole department as a way to have a stronger culture change for their entire team. They did not focus on peer coaching as a strong sustainability factor, although they did feel that they were more effective at working together and that these new behaviours were becoming second nature to them.

Guttman (2008) and Hawkins (2011) suggest re-contracting as another maintenance strategy in their team coaching models. Re-contracting acknowledges that change is neither permanent nor necessarily applicable to the future as teams constantly change and evolve. We did not include a formal follow-up session in our team coaching research proper, however, we intend to check back in with our teams about three to six months after the coaching completion date. Further, we have both maintained contact with our team leaders to check in on team progress.

We recommend that practitioners build in a maintenance session to team coaching contracts, three to six months after the coaching ends, to 'remind, refresh, and reapply'. The coach reviews with the team what they accomplished on their team coaching journey and why it mattered in a maintenance session. The coach also supports the team members to refresh their motivation and connection with their team. Finally, the coach helps the team reapply, or generalize their previous learning to new situations. Sometimes a team may also re-contract if there are emergent issues that require more ongoing attention than a maintenance session.

7.13. Impact Beyond the Team

It is important for teams to develop helpful networks outside of their immediate environment (Ancona & Bresman, 2007). Catherine's team leader was acknowledged by a team member for his ability to influence outside his team. Jacqueline's team leader shared the successes of the team coaching with her senior leader, who also recognized the team's positive changes. Both leadership teams reported extending their coaching learning to the teams that they led and to other teams in their organization. Both teams were pleased with these initial business results that indicated expansion of their impact and behaviours beyond their leadership teams.

There is a growing opportunity for team coaches to take a more systemic approach to their coaching, as Hawkins (2011) has demonstrated in his team coaching continuum. This includes ensuring that stakeholders are solicited for their feedback and input into the team's current performance and required future performance. Also, we believe that there is a strong need for coaches to help teams respond effectively to growing business, environmental, and global demands and challenges. We need to move beyond just helping teams have better relationships. We need to support teams to ensure that they know what their stakeholders require of them, and then align their purpose, goals, and activities to get strong business results that meet these stakeholder expectations.

7.14. High Performance Team Coaching: A New Model

We were inspired to propose a coaching model since there have been many calls in the literature lately for organizational practitioners to increase their knowledge of team effectiveness research to better support their teams, especially since we know so much now about what works and does not work for team performance (Klein, 2012; Wageman, Gardner & Mortenson, 2012).

We know a great deal about team effectiveness and will undoubtedly learn a great deal more. It is important that we find ways to share our knowledge with those who create, lead, develop, reward, and work in teams. The past few decades have been exciting times for team researchers and practitioners. But the time is ripe for new energies and approaches. (Tannenbaum, et al., 2012, p.60)

So we step up to the challenge for team researchers and practitioners to provide new approaches, and propose a High Performance Team Coaching Model.

Our review of the literature and our case study findings have led us to the conclusion that Hackman and Wageman's (2005) theory of team coaching provides a launching point for developing team coaching models, including our own. Their work has strongly influenced our model so we review their four conditions that need to be fulfilled before team coaching can be effective:

1. The group performance processes that are key to performance effectiveness (i.e., effort, strategy, and knowledge and skill) are relatively unconstrained by task or organizational requirements.
 2. The team is well designed and the organizational context within which it operates supports rather than impedes team work.
 3. Coaching behaviors focus on salient task performance processes rather than on members' interpersonal relationships or on processes that are not under the team's control.
 4. Coaching interventions are made at times when the team is ready for them and able to deal with them—that is, at the beginning for effort-related (motivational) interventions, near the midpoint for strategy-related (consultative) interventions, and at the end of a task cycle for (educational) interventions that address knowledge and skill.
- (Hackman & Wageman, p.283)

Their first and second conditions indicate that coaching will only be effective when there are no limiting task and organizational constraints, and the team is well designed (e.g., norms, information, knowledge and skill, team composition, and organizational education). If organizational and design considerations are not barriers, then they suggest that coaches focus on three key components when coaching teams:

1. **Functions** the coaching fulfils for the team
2. **Timing** in the team's task cycle when coaching is most likely to have impact
3. **Conditions** that need to be in place for coaching to best support performance

Table 34 provides a summary of these three components of team coaching, their companion team performance processes, and the six conditions for team effectiveness.

Table 34: Summary of Hackman and Wageman's (2005) theory of team coaching

Team cycle timing	Team effectiveness performance processes	Coaching functions	Conditions for team effectiveness (Wageman, et al., 2008)
Beginning	Effort	Motivational	1. Real Team 2. Compelling Purpose 3. Right People 4. Solid Team Structure 5. Supportive Organizational Context 6. Competent Team Coaching
Middle	Performance Strategy	Consultative	
End	Knowledge & Skill	Educational	

Hackman and Wageman (2005) link the focus of the team processes at particular team stages or intervals with the function that they suggest the coach provide for the team at that time. They suggest a motivational approach to support a team to apply the appropriate effort to their tasks, typically most effective at the beginning of a coaching intervention. They advise a consultative approach to support a team to review and refine their performance strategy, typically at the midpoint of a team's task or cycle. Third, they propose an educational approach to coaching the team at the end of the team's task or cycle, to support reflection and learning.

Ultimately, the coaching is intended to support team performance. Wageman et al. (2008, pp.9-13) assessed a team's effectiveness using three key measures:

- (i) the ability to create outputs and perform at a level that met or exceeded client and/or stakeholder standards and expectations
- (ii) the ability to work together effectively in the present and build capacity for the team to work together interdependently in the future (i.e., the team is getting better), and
- (iii) whether the team experience contributed positively to individual team members' learning, well being, and development (i.e., the team members became more capable) (pp. 9-13)

We have reviewed these ideas from Hackman and Wageman and concluded that their model of team coaching is a well grounded, academic description, but a bit difficult for practitioners to apply readily. At the same time, we note that their intention was primarily to describe team coaching behaviours for leaders and team members, as one of the six conditions for team effectiveness (Hackman, 2002). They do make some general suggestions about what functions the coach can perform, depending upon the cycle of the team. However, there are few specific suggestions and processes that are described explicitly enough for the purposes of team coaches who want to offer a full team coaching service. Additionally, we found these suggestions in several different documents, not in one place (Hackman, 2002; Hackman & Wageman, 2005; Wageman, et al., 2005; Wageman, et al., 2008).

Further, we believe that the three coaching functions they identify to help coaches time and prioritize their interventions may be over-simplified for a team coach's use. In our experience coaching has more breadth and depth at the beginning, middle, and end team stages than just the respective motivational, consultative, and educational functions.

We also believe that these labels are inconsistent with the coaching competencies that are typically outlined in professional coach training and certification organizations. In our experience, coach training emphasizes that the coach take on a non-directive, probing, and exploratory role with clients, focusing on questions as the key tool. In fact, one large coach training organization, the Coaches Training Institute, has as their cornerstone that the client is "naturally creative, resourceful and whole and that we all possess the capacity for knowing what is best for ourselves" (Kimsey-House, Kimsey-House, Sandahl & Whitworth (2011)). This implies that the coach's role is primarily to elicit the client's own answers and insights.

The three coaching function terms: motivational, consultative, and educational, connote that the coach take a directive and advisory role, even if that was not Hackman and Wageman's intention. Wageman et al. (2005) emphasized that coaches can help teams that are unconstrained by organizational and structural issues to minimize process losses and maximize process gains. Certainly motivational, consultative, and educational functions can be elements within team coaching, however we would not emphasize them as organizing functions. The terminology they chose seems to align better with consulting and training roles, than it does for the coaching. We do think that their terms may have been appropriate for the

project team leaders they studied, who were taking on a coaching role as only one of their functions. However, for coaches trained in the coaching profession, or leaders who are focused on coaching their teams more fully, we believe a different framework and labels are needed, to reflect a stronger coaching approach that aligns with the current state of the coaching field.

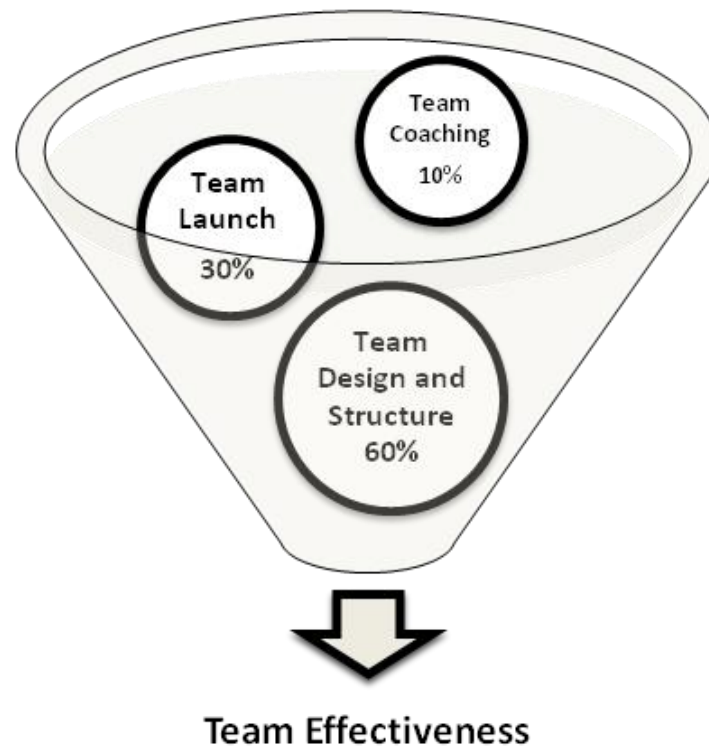
Thus, we considered how we could design a pragmatic, evidence based coaching model that could build upon Hackman and Wageman's work, while also incorporating the learning we achieved through our own team coaching case studies, and our review of the relevant literature. We believe that a more thorough and explicit model would not only benefit professional team coaches, it would benefit team leaders as well.

As we created our model, we referred again to Hackman's (2011) statement that 60% of team performance can be attributed to team structure and design, 30% to an effective team launch, and 10% to competent team coaching, as illustrated by us in Figure 14. We note that these percentages are likely not exact, especially in all circumstances. However, we do acknowledge that these percentages are probably directionally correct, so we need to account for all three of these important team performance factors in our model. We also aimed to create a team coaching approach that would have a far greater effect than Hackman's (2011) estimate that team coaching has only a 10% effect on team performance.

Thus, we included strategies in our model to broaden the potential impact that team coaching can provide. Team coaches can directly influence the 10% team coaching component and the 30% team launch component through the coaching approach and activities they provide. We suggest that team coaches coach, and sometimes even educate the team leader, since many leaders are not aware of how to best structure and design their team for high performance. Team leader education is important given that proper team structure and design represents 60% of team performance. Klein identifies this knowledge gap clearly:

Unfortunately, we've got a long way to go in professional, technical, information, and service-related environments when it comes to educating organizational decision makers regarding the wealth of knowledge we possess about managing work teams. (2012, p. 53)

Figure 14: Three key factors that influence team performance



(Based on Hackman, 2011)

Our model highlights these three key factors that have been found to be influential in supporting team performance: team design and structure, team launch, and team coaching. Our model provides a broad approach while still allowing flexibility for a team coach or team leader to implement certain components of the model if the full approach is not needed or desired for their teams. We recognize that in the real world, sometimes teams will only commit to certain phases. We allow for a staged approach to team coaching in our model, although all six phases would be ideal for supporting high performance.

The model also provides a clear framework for implementing the more sophisticated team coaching approaches on Hawkins' (2011) team intervention continuum, especially systemic team coaching. We remind the reader of the definition of systemic team coaching:

Systemic team coaching is a process by which a team coach works with a whole team, both when they are together and when they are apart, in order to help them improve both their collective performance, and how they work together, and also how they develop their collective leadership to more effectively engage with all their key stakeholder groups to jointly transform the wider business. (Hawkins, 2011, p.84)

Our model incorporates coaching the whole team together, with the suggestion to coach other team members individually when needed, especially the team leader. We coach the team to develop structures and agreements that support them in their ongoing work outside of the coaching. Further, we incorporate processes and frameworks to engage the team and the stakeholders in conversations about what the team needs to do to have a wider impact. Systemic team coaching would typically require all elements of our coaching model to be applied, whereas less intensive and less sophisticated team coaching approaches may focus on only a few of these components.

We also remind the reader of the original definition we provided for team coaching when we started our project, which we adopted from Hackman and Wageman (2005):

... Direct interaction with a team intended to help members make coordinated and task-appropriate use of their collective resources in accomplishing the team's work.
(p.269)

We have chosen to combine some of these important concepts from Hackman and Wageman, and Hawkins, to provide a definition for the high performance team coaching model that we have developed:

High performance team coaching is a comprehensive and systemic approach to support a team to maximize their collective talent and resources to effectively accomplish the work of the team.

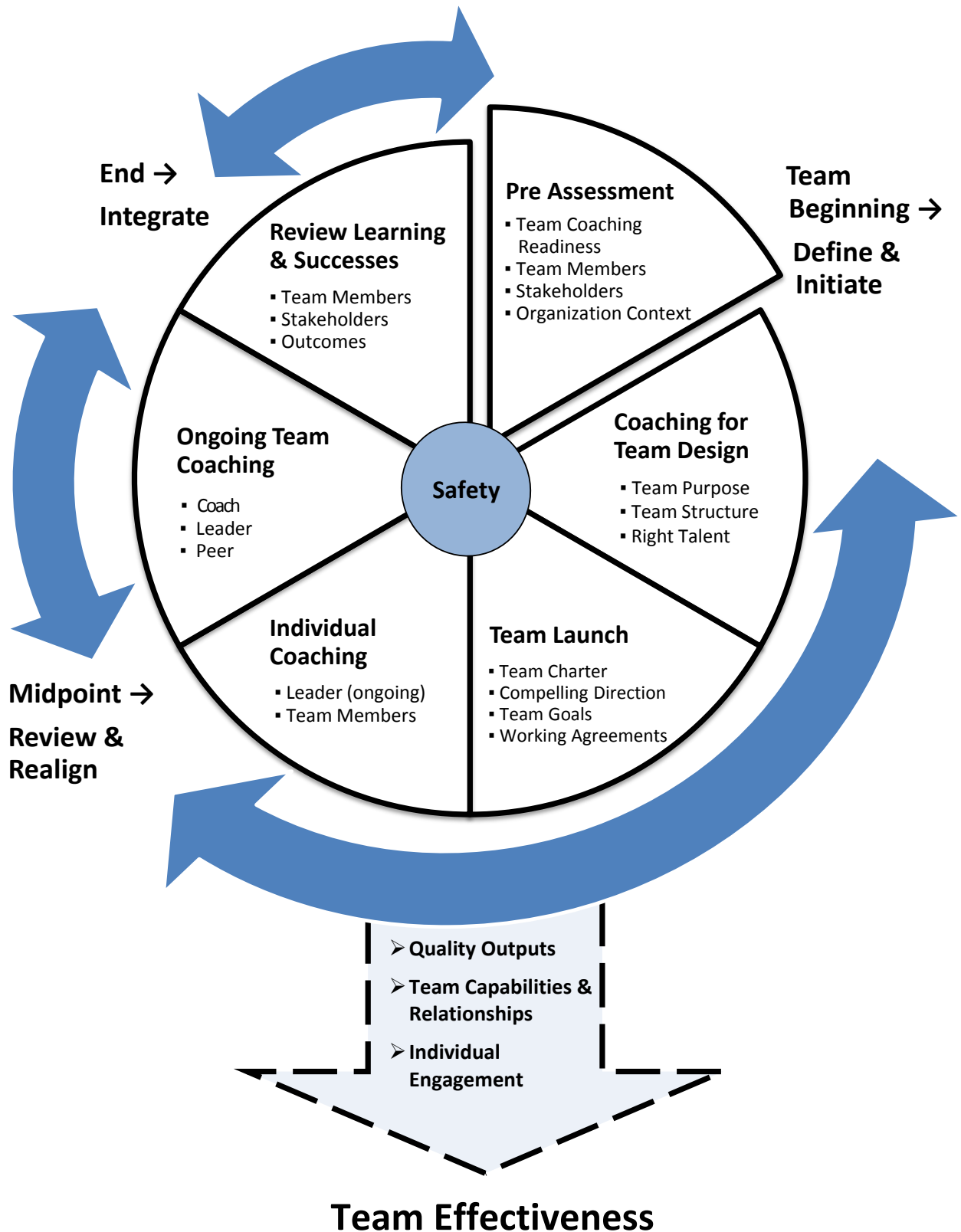
The High Performance Team Coaching Model that we propose highlights the three phases of a team's natural cycle. These are the key coaching functions we believe best match the team's phase, the key components of the team coaching cycle, and the markers of team effectiveness. Table 35 summarizes the model as it relates to the team effectiveness functions outlined by Hackman and Wageman (2005).

Table 35: High Performance Team Coaching model components

Team cycle timing (Gersick, 2008)	Team effectiveness performance processes (Hackman & Wageman, 2005)	Coaching functions	Team coaching components	Team effectiveness measures
Beginning	Effort	Define and Initiate	1. Pre Assessment 2. Coaching for Team Design 3. Team Launch	➤ Quality Outputs ➤ Team Capabilities and Relationships ➤ Individual Engagement
Middle	Performance Strategy	Review and Realign	4. Individual Coaching 5. Ongoing Team Coaching	
End	Knowledge & Skill	Integrate	6. Review Learning & Successes	

We created a visual representation of all of the components listed in Table 35. The resulting High Performance Team Coaching model is presented in Figure 15. The outer circle of arrows and associated text of the high performance team coaching model identify the natural phases of the team cycle: beginning, middle, and end. These three phases are aligned with the three key coaching functions that we propose best match these phases: define and initiate, review and realign, and integrate. Each of these phases aligns more or less strongly with one of the six different components of the model, although it is not an exact alignment in all cases. We believe that team development can be a fluid process so team coaching needs to be flexible and potentially iterative to match the team's natural rhythm and performance requirements.

Figure 15: High Performance Team Coaching model



We highlight that this coaching model has a strong focus on coaching teams at the beginning of a new task or team cycle to maximize the coaching potential of this phase. Three of the components in this define and initiate phase directly relate to team beginnings (i.e., pre-assessment, coaching for team design, and team launch). However, the model can be used for all teams, even if they are not brand new teams. There are events that can trigger a new beginning for an established team as well, such as the implementation of a new strategy, vision, or project, and/or some other event that marks the team starting anew. The beginning stage is when most of the team effectiveness conditions and framework for team success is set, which reinforces the importance of the first three coaching components to assess, define, and launch the team. Further, the coach can serve the team at this stage by also setting up ongoing coaching and/or peer coaching structures for the team to continually engage in reflection, learning, and innovation together.

When a team is in the middle of a task or team cycle, the coach focuses on assisting the team to review current processes and performance, reflect on what they have learned, and refine their strategy to best achieve their goals going forward. The coach assesses which coaching components and team effectiveness conditions are already in place and need to be reviewed and refined. It is important to also assess if there are any conditions or components that would be beneficial to address at this important re-setting and re-framing midpoint for the team. We have observed that internal and external business pressures can often trigger this midpoint re-evaluation, so it is a critical time for coaches to work with leaders as they revise and refine their team strategy to achieve their goals.

The primary focus of coaching at the end of a task or team cycle is to support a team to integrate learning and successes. Coaching in this final phase would usually focus on helping the team consolidate their individual and team learning of new knowledge and skills. The coach supports the team to identify factors that facilitated success, created disappointments, and to capture overall lessons learned. Further, the end stage is a time that teams may formally re-assess where they are compared to where they started and includes identifying both the outcomes they have achieved and the relationships they have enhanced. The coach can assist the team to develop a plan to maintain their progress and include a follow up session to check back in with the team leader and/or team.

The six team coaching phases, or components, are represented by the six individual segments in the circle. These six components include (i) pre assessment, (ii) coaching for team design, (iii) team launch, (iv) individual coaching, (v) ongoing team coaching, and (vi) review learning and successes.

We have selected the key coaching focus areas within each of these components based upon research and practical experience. The first component, assessment, is initially focused on determining if the team has adequately met the conditions needed to be successful, both organizationally and for team coaching. A tool such as our Team Coaching Readiness Assessment (Appendix A) is important as the first step of the assessment stage, as it provides a tangible checklist for the coach (or leader as coach) to review these important conditions for team effectiveness. Next, the coach focuses on identifying how the team is currently performing, and what the team needs to achieve in the future to be most effective and successful. This pre-assessment information is ideally collected through interviews and documentation from the team members themselves, as well as from key stakeholders who can provide a broader and often more systemic perspective (Hawkins, 2011). A review of the organizational context and supports is important at this stage as well. At the end of the assessment phase, the team and the team coach will have information that describes team strengths, weakness, opportunities, and the gap between the current state and the desired future.

The focus areas in the second phase, coaching for team structure and design, are well supported in Wageman et al.'s (2008) six conditions for team effectiveness. The focus in this phase is to ensure that the team leader and / or team have defined their team purpose and goals, and has the team structure and the right talent, knowledge and skills to achieve these goals.

The third phase is the team launch. Here, the coach helps the team create or review a team charter that outlines a compelling purpose and high performance direction for the team. Working agreements are an element of the team charter that we have separately addressed in our model because of their key role in team effectiveness, especially as illustrated in our case studies. Developing explicit working agreements should be included at the team launch for teams in the beginning and middle team cycle stages. These agreements outline how the team

agrees to work and interact together to achieve the team's goals. Ideally, a team launch would be held offsite and is designed to build team safety and cohesion, in service of team performance.

The fourth phase, individual coaching, was identified as a strong component in many of the studies we presented (Anderson, et al., 2008; Blattner & Bacigalupo, 2007; Clutterbuck, 2007; Haug, 2011; Mulec & Roth, 2005; Woodhead, 2011). Ongoing leader coaching is typically necessary, in our view, as the team leader sets the pace and framework for ensuring the team is designed well, and is the key team member who can model and support accountability, as our participants identified. Team member coaching can support reflection and skill building that develops individual team members to contribute and interact as effectively as possible on the team.

Ongoing or follow-up team coaching sessions were indicated in many other studies as a way to reinforce and further the team's agreements and actions (Blattner & Bacigalupo, 2007; Guttman, 2008; Hawkins 2011). During this phase, the team leader themselves may start to take on more of the coaching of the team. Additionally, the coach may set up peer coaching supports to ensure that individual change continues to occur after the launch, back in the workplace. Peer coaching can support team accountability and helps the team strengthens its cohesion and intrapersonal network.

And lastly, Clutterbuck (2007), Hackman and Wageman (2005), and Hawkins (2011) emphasized the importance of supporting team members to reflect upon and capture their learning at the end of a team cycle, the sixth component in our model. The team coach functions to support integration and closure at this stage.

Psychological safety is the factor we believe underpins this entire model and further, is one of the defining features of coaching. In our case studies, safety to participate, be honest, and disclose was core in what our participants saw as turning points. Other team coaching and team effectiveness studies support this finding about the importance of trust and safety in team performance (Buljac-Samardžić, 2012; Edmondson, 1999; Edmondson, 2012; Liu, et al., 2010; Mathieu, et al., 2008; Woodhead, 2011). We believe that the coach's manner and actions both model and set the stage for safety, which needs to be further reinforced and

demonstrated by the team leader. Additionally, all team members must hold themselves and one another accountable to the agreements and behaviours that support themselves and each other to be safe enough to disclose, challenge, fail, learn, and succeed together. We have highlighted safety in the centre of our model to reflect the high importance of this factor.

Finally, the overall expected outcome from engaging in this coaching process is enhanced team effectiveness. Effectiveness is measured by the quality of the outputs / outcomes the team achieves, whether that is a product, service, or leadership; this is “what” the team needs to achieve. A second measure is the level of the team’s capabilities and relationships; which is their individual and collective ability to work effectively to achieve their goals. This is broadly “how” the team goes about achieving what they need to achieve. The last key measure of team effectiveness is the individual engagement, positive affect, and connection to the team that each team member demonstrates, as individual commitment by all team members is required for team success.

We provide a more detailed description of activities for each of the six phases / stages of the model in Appendix L. We believe that we have outlined clear steps that team leaders and team coaching practitioners could practically implement, knowing that the phases and activities are well grounded in the team effectiveness and team coaching literature.

7.15. Summary of the High Performing Team Coaching Model

Our high performing team coaching model provides an overview of a robust, modularized coaching approach that is grounded in the team effectiveness and team coaching literature. The model, when applied in its entirety, is most helpful to support teams that are implementing transformational and/or systemic changes. The model is comprehensive and uses approaches that have been found to align with, and promote team performance. There is also flexibility to assess a team’s needs, and apply only some components of the model if required. We believe that the model provides a strong, evidence based team coaching approach for practitioners that can also be tested and researched academically to confirm its efficacy.

7.16. Limitations

There were limitations in our individual and dual case studies, as there are in any research study. First, there are inherent limitations to case study research. We also note there are limitations to the coaching tools we used, and the overall coaching process we provided. We outline some of the key limitations in these three areas in this section.

We were aware of the generalization constraints of case study research, which lends itself only to analytic generalization. Yin (2009) describes “analytic generalization, in which a previously developed theory is used as a template with which to compare the... results of the case study. If two or more cases are shown to support the same theory, replication may be claimed” (Yin, 2009, pp.38-39). Thus, we do have some level of replication, but it is limited nonetheless.

It is common practice for case study researchers to rely on participant self reports through questionnaires and/or interviews for identifying outcomes and benefits, and we note that this approach has limitations. However, using participant’s subjective feedback fit as a valid measure within our qualitative case study methodology because we were exploring their team member experiences. Our participants may have been biased in their reports as they most predominantly cited interpersonal and communication benefits over any other benefits. This may be because those were the benefits of which they were most aware. However, it could be that they were less cognizant of some of the other business benefits that occurred, since our team leaders seemed to see more business benefits than the other team members. We also recognize that this focus on interpersonal benefits contrasts with academic study researchers who have more frequently reported team performance outcomes, not just interpersonal outcomes. However, academically focused researchers tended to look for tangible outputs and evidence of improvements in team performance, and often do not explore what participants say they thought or felt about the team coaching experience and its outcomes.

Further, critical incident and interview techniques generally are subject to recall flaws and bias in what participants report. This was especially true in our case since the interviews explored a six to twelve month period of time. We noted that our participants did seem to recall more emotionally laden turning points, thus they may have overlooked other important events and changes that were less emotional.

We may have introduced another source of bias because we were both the team coach and the researcher. This may have impacted how honest participants were about the coach and coaching process, given that we were participants in many of the experiences they were discussing. Further, the fact that the participants knew they were part of a research project could have influenced their participation in, and attitude towards, both the team coaching and the team coach. It is possible that these biases influenced what they said in the interviews, despite being interviewed by a researcher who was not their coach.

Another bias may have been our own feelings towards our teams, and this may have impacted how we interpreted our findings. We took detailed notes during and right after each coaching session to capture participants' experiences as accurately as possible. However, we are aware it is impossible to completely eliminate our own subjective biases despite our best intentions. We also recognized the limitation of the coaching tools that we used. We used two key tools in our team coaching process; the style assessment, and the Team Diagnostic Survey. The style assessments were only used as a coaching tool with no explanatory power in our research, although team members talked about the impact of the information revealed by the style assessment in their post coaching interviews.

The TDS was used as a pre and post marker of team changes, and it was the most well validated tool we found for measuring the conditions for team effectiveness. Again, we used the TDS primarily as a coaching tool, not a research tool. However, just having this information influenced our team's interpretation of how well they were doing before and after the coaching. There could have been bias introduced by the TDS because it is a subjective opinion based survey with results being dependent upon the abilities of the respondents to accurately assess and answer questions in as true manner as possible, separate from their own cognitive and emotional biases (Hackman, et al., 2005).

Lastly, our team coaching process had limitations. First, we did not create external, objective outcomes or measures for clearly identifying changes in business performance, although we did ask the team to define how they would measure success at the end of the coaching. Using objective team performance measures was not the goal of our study, since we were not trying to measure team coaching effectiveness; we were trying to understand it by asking how, when, and in what ways the team members felt they became an effective team.

Further, any coaching process is only as good as the coach using it. We cannot say with any certainty that another coach using a similar process to ours would fare any better or worse than we did. The coach's influence on the team is subject to the coach's skills, manner, and approach. Also, the team has an impact on the effectiveness and outcomes of the team coaching; so different teams may have experienced different outcomes than the teams in our case studies. Thus, we cannot over specify the 'right' way to do coaching for any particular team, nor can we guarantee that a step by step approach, even the same approach we took, will lead to a similar outcome.

Thus, we offer our interpretations and even the team coaching experiences with caution. At the same time, we believe that we have taken numerous steps, as outlined in our methodology chapter, to anticipate and minimize the limitations and possible biases in our team coaching process and research design.

7.17. Suggestions for Practice

In this next section, we consolidate our learning into ten recommendations that might specifically benefit team coaching practitioners. We have embedded these recommendations into our high performance team coaching model, and we highlight them below.

1. Team coaches would enhance the quality of their services by educating themselves in the team effectiveness, group process, and team coaching research literature.
2. Coaches would benefit clients by conducting a team readiness assessment to determine if a team is actually an interdependent team with appropriate structures in place to make coaching effective. Consider coaching the team leader instead of the team, to address any team design issues if they impact team performance.
3. Coaching is most effective when it focuses on team performance primarily, and relationship dynamics only when in service of team performance. Link all team coaching activities to day to day work, strategies, and/or business outcomes to ensure the coaching adds value.

4. It is important to be discerning in choosing team effectiveness instruments. Many tools that practitioners use are not well validated and normed, although some tools are moving in that direction. We have provided a brief comparison of some of the better known instruments in Appendix M, which coaches can refer to as a starting point to inform their selection. We note that we do not advocate one particular team assessment as being better or worse than another; we just provide information on some key criteria in making the selection decision.
5. We recommend that team coaches ensure that clear goals are identified that link to the team's business measures in order to help demonstrate the objective value of coaching. One of these measures could include changes in stakeholder feedback and input, in addition to the pre and post coaching team interviews.
6. Coaches would benefit the team greatly by gathering stakeholder feedback as well as team feedback. We suggest asking the team to consider what their stakeholders and the future is requiring of their team.
7. Coaches may propose individual coaching and team leader coaching in addition to whole team coaching. A balance must be struck to determine what level of service will add the most value for the investment.
8. We encourage coaches to challenge themselves and their teams to adopt more systemic ways of working in the future. It is helpful to consider, what limits on team goals are imposed by the coach and what limits are imposed by the client? (Hawkins, personal communication, 6 July 2012)
9. We advocate that coaches embed both a 'peer coaching approach' and a more structured peer coaching network within their team coaching intervention to enhance learning and sustain change. This may require the coach to train the team members in effective coaching skills and/or peer coaching behaviours.
10. We recommend that coaches arrange a follow-up session with team leaders and/or teams approximately three months after the coaching contract is complete. It takes considerable effort to change and gains can be lost easily if there is not vigilance to sustain the changes.

7.18. Suggestions for Future Research

The field of team coaching is still new and much remains to be learned. We outline six suggested research areas that we hope researchers consider as they examine and explore team coaching.

1. Conduct studies that demonstrate the efficacy of team coaching as this area has been underexplored. Some of the current literature is contradictory, with Wageman (2001) indicating as little as 1% impact from coaching, to Hackman and O'Connor (2005) suggesting 10% impact, and most studies not quantifying the amount of coaching impact at all.
2. Study how the coach's background and training impacts coaching results (e.g. untrained team leader versus trained internal coach versus external coach).
3. Conduct more studies on the value of a full, systemic team coaching process that includes assessment and team launch components, especially in comparison to less comprehensive team coaching approaches.
4. Do more studies on intact teams in real work settings, as Wageman et al. (2012) recently encouraged researchers to do.
5. Determine if there are different coaching approaches required to coach a project team versus an intact team versus a leadership team.
6. Compare team coaching interventions that include individual / team leader coaching components versus interventions that have no individual coaching component, since others have found relationships between adjunct individual coaching and team effectiveness (Kegan & Lahey, 2009).
7. Understand the power of peer coaching as an adjunct to team coaching through further studies that seek to explain what elements are most useful in a structured or unstructured peer coaching programme.
8. Compare the efficacy of using different team coaching approaches such as the solution focused approach (Meier, 2005) or immunity to change model (Kegan & Lahey, 2009).

7.19. Concluding Remarks

We discovered through our literature review that not enough of the team effectiveness literature has been applied to team coaching in organizations. In our study, we addressed this gap and used a case study method in which we could be both the coach and researcher. This allowed us to explore team coaching in depth by applying a grounded, evidence based approach to team coaching. We coached and studied real leadership teams in their complex business settings, in a way that seems to have been rarely done. We have looked at the nuances of how team effectiveness develops during a team coaching process, and we have given participants an opportunity to identify these nuances for themselves.

As a result of our critical review of the literature and our unique case study approach, we have developed a High Performing Team Coaching model that is evidence based and practical. It is a comprehensive approach to team coaching that expands beyond what happens in a discrete team coaching session or series of coaching meetings to providing a full coaching approach that spans a team's lifecycle from conception to closure. The model incorporates key elements of team effectiveness research into a clear, systemic, six phase approach to team coaching that can be modularized and used by internal or external team coaches, or team leaders who want to take on a full coaching role with their teams. We believe that the model provides a clear and testable approach that practitioners and researchers alike can implement to further test its usefulness and efficacy in the workplace.

Word Count: 85,759

8. Professional and Personal Learning Journey

This has been a three-year journey that began with us as two individual doctoral students in search of knowledge and professional development. During this learning journey, we crafted a collaborative partnership and became a learning team, committed to the learning not only for ourselves, but also committed to the learning of our partner. This chapter documents our partnership from this independent beginning, through the journey, and to the completion stage of our doctoral research and learning project.

We have three key sections that document our learning journeys. First, we start with the collaborative partnership, as this is the frame within which this research project was actually pursued and completed. Next, Catherine reviews her personal learning journey. Next, Jacqueline comments on her personal learning journey. Finally, we discuss our key learning from the team coaching process itself.

8.1. Our Collaborative Partnership and Learning Journey

We have outlined the beginning of our collaboration and the rationale for our collaborative research partnership in our introduction section. We found the partnership approach both challenging and rewarding. We collaborated on all aspects of our research project, from selection of the topic and research questions, through every step of the process, to the end when we defend our work with the doctoral panel.

Our writing process was where our collaboration really came through. A typical flow for us would be to discuss articles and ideas and have one of us document the conversation in the collaborative journal. Then, one of us would write up the first draft of that section or piece for our dissertation. The next person reviewed the draft and commented. We then had a further conversation about the commentary and would do usually two or three, sometimes more, additional drafts to capture our thinking. Our conversations were lively and included discussions about areas of agreement, and areas where we might see things differently. At all times, our conversations felt respectful and at the same time, open and honest to really challenge each other, and help each other learn. We both walked away from those

conversations feeling enriched with a deeper understanding of both the literature, and our own evolving beliefs and learning about the conceptual whole of team coaching.

The key benefits we received during our collaboration on the team coaching and research are outlined by topic area below:

- **Team Coaching:** Alignment on the team coaching process, and conversations about directions to take the coaching when we hit hurdles / challenges.
- **Literature Review:** Different perspectives and interpretations about the articles we were reading and how we were making sense of the conclusions from the varied research.
- **Data Gathering:** Greater objectivity for ourselves and our team members when doing the research interviews for each other's teams.
- **Data Analysis:** Support for learning a new qualitative analysis tool, Dedoose, and in depth discussion of codes, themes, and what the data was revealing to us.
- **Findings, Conclusions and Recommendations:** Challenge and stimulation of each other's thinking, observations, conclusions, and conceptualization of the findings and our learning.

We had several shifts in our thinking as we progressed through the project and reviewed our beliefs and assumptions. Table 36 outlines the journey about some key assumptions that changed and evolved for us at from the beginning, to the middle, and end of the research project. The key assumptions we made were rooted in ideas about interpersonal dynamics, team readiness factors for coaching, the marketability of team coaching, the need to start where a client / team is at, and some assumptions about team coaching and team effectiveness in general. Certainly there were some wake up calls along the way about best practice versus best fit, and these learning points are highlighted in Table 36.

Table 36: Key assumptions from the beginning to the end of the research project

Beginning of the research 1. Interpersonal factors contribute to the performance of a team.	
During the research	End of the research
<ul style="list-style-type: none">• Our initial interpretation of comments in the “Senior Leadership Teams” book by Wageman et al. (2008) was that the authors felt interpersonal factors were not really important when coaching high performing teams. We thought we differed significantly on this point.• We highlighted this premise with some reservations in our proposal. We said that we probably didn’t feel as strongly about not addressing interpersonal issues as Wageman et al. (2008) seemed to be proposing.• Kate Maguire and Annette Fillery-Travis, two of our doctoral advisors, encouraged us to check this premise against our own personal experience.• Catherine’s team challenged this assumption at the very first session and said that they felt that it was very important to focus on their relationships and process of working together as much as the structure.• Jacqueline’s team highlighted in the interviews that one of their core issues was trust amongst the team members. They talked about the hallway chatter that occurred behind people’s backs and felt this contributed to them not feeling happy or productive as a team.• Jennifer Mullett, one of our advisors, said that everything comes back to relationships in her experience (personal communication, March 2, 2012), further reinforcing the importance of interpersonal relationships, in our minds.	<ul style="list-style-type: none">• As we read Hackman and Wageman ‘s articles and books more extensively and in more detail for our literature review, we realized that we had misinterpreted, to some extent, what Hackman and Wageman were really saying in their various writings about team effectiveness and team coaching. We had to decipher and sort out what Hackman and Wageman (2005) stated as conditions for team effectiveness versus what they preliminarily outlined as some key areas that could be addressed in a team coaching intervention. They did not provide detail on the team coaching process, but we started to piece their approach together from two key sources that we re-read several times: the “Senior Leadership Teams” book (Wageman et al. 2008), and the article outlining the creation of the Team Diagnostic Survey (Wageman, et al., 2005). What we realized was that they did address interpersonal dynamics in coaching when those dynamics interfered with the team’s performance, but only after ensuring the right team effectiveness conditions were first met.

<p>Beginning of the research</p> <p>2. We agreed that Hackman and Wageman's (2005) conditions for effective team coaching were important. Further, we created a Team Readiness Assessment that was based on Wageman and Hackman's suggestions for team readiness to use in selecting our teams (see Appendix A).</p>	
<p>During the research</p> <ul style="list-style-type: none"> • Jacqueline had a hard time finding a business team who could meet all of the criteria for readiness AND who was willing to participate in the research. • Catherine found many teams who wanted to participate. In Catherine's ongoing work context, however, her supervisor commented that the Team Readiness Assessment looked too restrictive to use as an ongoing tool for the team coaching service. For instance, she noted that team membership frequently changes and teams should not need to commit to six months of coaching. Of course, research criteria and work place criteria do not always match, however this was important feedback regarding the generalizability of our Team Readiness Assessment tool. • Once Jacqueline found an appropriate team that also was willing to engage in the research project, this team actually had some early changes in structure and membership. Notably, these changes were made because the leader was influenced by Jacqueline sharing with the leader the importance of a solid structure and team stability as enabling conditions for team effectiveness. Thus, the leader decided to make a key personnel change prior to the two day team offsite, rather than waiting. The leader decided getting the right people on the bus was the correct approach for her and it also aligned with the research. 	<p>End of the research</p> <ul style="list-style-type: none"> • While we do agree with Wageman and Hackman's body of research about the importance of ensuring team readiness for team coaching by ensuring team effectiveness conditions such as membership stability are in place, we recognize that real teams come in all shapes and sizes; it is not black and white. Hackman (2012) also commented in recent writings about the changing and more diverse nature of team today. • We see the value that a team coach can provide by educating teams who do not meet the enabling conditions, and coaching the team leader individually until these conditions are in place. Some teams are ready for the bigger game right away and others are not. We now see team coaching much more on a continuum from coaching the leader, consulting to the team, and then coaching the team. Thus, we have a greater awareness of supporting team leaders to implement the essential team design features that ensure the team, and any subsequent coaching, is set up for success.

Beginning of the research 3. Team coaching, as a service carried out over time, is a marketable and readily understood process for teams to buy.	
During the research	End of the research
<ul style="list-style-type: none"> • In her search for the appropriate team, Jacqueline found that using the team coaching label, instead of her usual team development label, was often misunderstood by leaders and was not embraced as something they needed. In fact, the label seemed to repel some of the leaders since they felt that they didn't need help leading their team; a misunderstanding of the coaching intent. • Business teams were not necessarily excited about signing on for the long term; it was easier to sell team development events for one or two days in isolation as this approach was more familiar to them. • Jacqueline learned to follow the business needs, move slowly with the team coaching label, and ensure that the leader fully understood the role of the team coach as a supporter only. • For Catherine's team in government, they were familiar with individual coaching and were interested to learn how the organization defined and carried out team coaching. They were also happy to participate in Catherine's research project. <p>In Catherine's workplace, she became aware of constraints that would limit the length of team coaching, and dialogued with program leaders on how team coaching could still be a journey over time with the whole team. Currently, the government team coaching service is offered for approximately 4 months, with the final three months after the team coaching day, focused on coaching the team leader individually, not directly coaching the team.</p>	<ul style="list-style-type: none"> • What we would like to offer and what a team/organization will contract for may be different. We can advise on best practices and best length of time and approach, however Jacqueline's experience is that businesses tend to think in incremental terms. We have also learned how to better negotiate with teams to contract for more time to meet their important goals. • Catherine is advising government internally about the difference between team building, team development, and team coaching. She is making recommendations to ensure that the service of team coaching will support sustained performance change by including more coaching of the full team, rather than just team leader coaching after the team coaching day. • We identified that the team coaching approach and timing is best talked about as it aligns with what the team wants to achieve and what time frame and approach will best serve those goals.

Beginning of the research 4. We were intent on finding a team that was interested in working at a strategic level such that we could do systemic team coaching, and anything less than this would be inadequate. We imagined that we would maximize our learning and contribution to the field if we worked systemically.	
During the research <ul style="list-style-type: none"> • Peter Hawkins' (2011) systemic team coaching model challenged us to work with teams in a much bigger way than we were discovering they were ready for when we actually started to select and work with our real teams. We liked the concept of playing a bigger game and focusing strongly on performance, the system, and stakeholder input, feedback and requirements. However, in reality, our teams were not completely ready for the "bigger game" and a stakeholder or system focus. Rather, they wanted to focus on team performance according to more internally focused measures, such as interpersonal dynamics, collaboration, and performance internal to their departments. • In fact, Jacqueline's team leader declined the offer and request to solicit stakeholder feedback and input. She felt that she already knew what they wanted and that the team was so far away from this ideal that she did not want to solicit anymore feedback at the beginning of the coaching. • Catherine did some work from a systemic perspective. Her team was primarily focused inward on cross-functional teamwork, and secondarily on team dynamics, however was open to additional systemic approaches such as a team 360. Catherine was interested in using Hawkins' Bath Consultancy Team 360 tool, however, it was released mid-way through the coaching process. Adding this tool in midway through would have added a second phase to the coaching, so out of scope, and also was not endorsed by Catherine's workplace as an ongoing coaching model due 	End of the research <ul style="list-style-type: none"> • We have a more sophisticated and nuanced understanding of team coaching now. We recognized just how important it is to offer a team coaching contract that matches a clients' needs and stated goals in order to foster engagement and team motivation. For example, while taking a systemic leadership coaching approach and involving stakeholders would be preferred and valuable, not all teams are ready to think this broadly at first. Team coaching can support a team to grow into a more strategic and systemic way of thinking and operating, so team coaching is still valuable at less sophisticated levels. • In the end, both of our teams ended up expanding the team coaching deliverables and goals beyond the borders of their own teams, once they felt successful and were ready to do this. This reinforced starting where the client is at and slowly moving them along the continuum. • Catherine's team modelled the cross-functional teaming they were doing at the leadership level, and required more teaming between their own teams and the other teams. This active "teaming" helped move the team from an internal focus to a more systemic focus of how to work effectively across teams within the organization. • Jacqueline's team recognized their greater impact on the culture from their own behaviour and modelling and decided to roll out the working agreements and some of the communication and success measures

<p>to time and cost constraints. Additionally the teams' leadership had recently changed, and they were building new relationships and not in a position to request feedback just yet.</p> <ul style="list-style-type: none"> • While neither of us used a team 360 tool or conducted initial interviews with stakeholders, we both incorporated many systemic questions into our coaching, based on Peter Hawkins' mentorship. We encouraged team members to think about stakeholder needs, and what the future was requiring of them as a team. We also worked with our teams to generalize their learning to coaching and leading their own teams. • We would have liked to coach more fully at the systemic level. However, we believe that we still provided valuable coaching for our teams and incorporated systemic coaching ideas and questions as appropriate. 	<p>to the whole department. Also, the team leader became excited to obtain feedback from external stakeholders such as the senior leadership team, which she did end up doing, because she felt more confident that she would receive positive and productive input at this point.</p> <ul style="list-style-type: none"> • Within an organizational context, a full systemic coaching approach may not always be appropriate or desired. Asking coaching questions that encourage teams to think about their bigger purpose and impact, what the future is requiring them to step up to, and/or what their stakeholders require from them, is within scope if the team is open to these questions and the coach learns to direct their coaching in this manner. The coach needs to internalize this new way of thinking themselves, and skilfully lead the team towards this broader way of thinking in ways that will fit for that team.
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<p>Beginning of the research</p> <p>5. Our team coaching model needs to be quite structured by having frequent, regular meetings with the team, preferably monthly.</p>	
<p>During the research</p> <ul style="list-style-type: none"> • Our teams needed different time frames and frequencies for the team coaching based on their business needs, and personal and professional travel schedules. • Again, we experienced some disappointment as we thought that perhaps we were not being as successful with our team coaching if our teams did not participate in a regularly scheduled way. Underlying our desire for regular coaching sessions was the belief that regular coaching would foster greater change and maintain momentum. We were also balancing our need to complete the team coaching and research in a timely fashion with the actual business needs of our team. 	<p>End of the research</p> <ul style="list-style-type: none"> • We learned how important it is to be flexible to meet a team's needs and to maintain credibility with the team; their needs and goals supersede our process requirements, perceived best practices, and ideal models. • As we reviewed the literature more, we realized that there really was no best practice about the suggested frequency of team coaching meetings. We still believe that keeping regular contact with the team (through direct contact, team leader contact, or email) is an ideal to strive for, in order to maintain momentum and to help the team shift from their regular way of working to a new style / approach.

<p>Beginning of the research</p> <p>6. Individual coaching was not a required part of our team coaching process since we modelled our process more closely with the approaches outlined by Hawkins (2011) and Wageman et al. (2008). These researchers did not rule out but also did not focus on individual coaching as part of their team coaching process.</p>	
<p>During the research</p> <ul style="list-style-type: none"> • As we delivered the team coaching, individual coaching sessions were added in spontaneously for some of the individuals that we were not actually coaching originally. These individual coaching sessions were influential in changing individual mindsets for some team members, as reported in their final interviews. • Catherine followed the original model that focused on the team, however, identified mid-way through the intervention that the team leader could benefit from individual sessions to support him to coach his team in between sessions. • This realization coincided with Catherine's department adding in an individual team leader coaching focus to their team coaching service. Catherine offered individual coaching to her case study team leader who concurred that it would be very helpful. Catherine was able to more accurately assess the degree of change that was occurring and other issues that needed addressing through coaching the team leader. Catherine also coached one individual who requested individual career coaching during the team coaching. Jacqueline's team coaching started with individual leadership coaching for two of the team members, based on a previous relationship with their executive team leader. The team leader subsequently approached Jacqueline about adding in some support for the entire team in the form of a two day team development session. As the business needs were defined further, the team coaching intervention was established and part of the process incorporated meetings with the leader pre and post every coaching session. In fact, this team leader took on a great deal of team and individual coaching at her own initiative, thus fewer team coaching sessions were actually needed. 	<p>End of the research</p> <ul style="list-style-type: none"> • It is really important to determine what an individual team needs to be successful and this very well may include an individual coaching component to reinforce and build some or all of the team members' skills and mindsets to support the team's effectiveness. • In fact, we now believe that team coaching requires a minimum of individual coaching for the team leader since they need to 'own' the team coaching process for their team, and keep the spirit and focus of it alive outside of team coaching sessions. • Further, we see the value in coaching many, if not all, of the team members, at least a few times during the team coaching period, to reinforce the goals. We also understand this is a resource rich process that not all teams can afford.

Beginning of the research 7. Team effectiveness research is important for a team coach to be effective.	
During the research	End of the research
<ul style="list-style-type: none"> • This belief and assumption about how important team effectiveness research is to team coaching was reinforced even more as we read extensively, dialogued together, and coached our teams. • Both Catherine and Jacqueline' teams used the information provided to them about the importance of defining a compelling purpose and direction as a senior team, to validate their goals. They chose to be stronger, interdependent leaders not only together, but they also saw the value and rose to the challenge of modelling and encouraging more collaboration on their own teams and throughout their departments. • Jacqueline's team expressed, though, that they required structural changes in the team before they would be confident that it would be worth engaging in team conversations. In their final interviews, they confirmed that their original belief about needing a management restructure was indeed completely foundational to their successful coaching process. 	<ul style="list-style-type: none"> • This belief and assumption continues to be reinforced for us. As we have imparted knowledge and information about the key factors that promote and enhance team effectiveness to other coaches and leaders, we believe even more strongly that a credible, effective team coach must have explicit knowledge about what makes teams and groups high performing. • We have had a great deal of reinforcement from these conversations with other coaches and leaders that the team effectiveness knowledge we share with them is highly valuable and enlightening for them.

Beginning of the research 8. Using a software program to code transcripts is preferable to coding manually because we have two research data sets.	
During the research	End of the research
<ul style="list-style-type: none"> • We spent considerable time researching which software program to use, and chose Dedoose. • We coded in a discrete line by line manner ending up with too many codes so we created parent categories. • We assumed that this tool would aid us in sorting themes, co-occurrence, and patterns between teams. • Unfortunately, our data became corrupted in Dedoose and in the time required for the developer to fix our dataset, we moved forward by reading and re-organizing our data documents manually to identify themes for our research questions. 	<ul style="list-style-type: none"> • Dedoose did help us see patterns between teams, test inter-rater reliability and kept our two data sets in a joint location. • We referred to categories created in Dedoose but learned that detailed coding was not helpful. • We learned that we both prefer to sort themes "by hand", getting to know our material in depth and allowing themes to emerges.

Embedded in these assumptions outlined in Table 36 were both our blind spots and our greatest learning. Sometimes it wasn't even until after we encountered a challenge that we realized we had made assumptions about the coaching or the research. That said, we believe that it is inevitable that we will end up bringing ourselves to the coaching in helpful and less helpful ways, and will not always see what is happening clearly, despite our best efforts. We are reminded that it is most important to engage in ongoing reflective practice at a deeper level than just reviewing "what worked well", and "what didn't work well". Based on our collaborative experience, we firmly believe that deep reflection is most effectively achieved through partnership and dialogue with others.

8.2. Top 10 Learning Points from our Literature Review

As we reflect on the pure knowledge we gained from our literature review, we highlight below our top ten learning points in the form of how we would focus our team coaching in the future, which may also inform other team coaches. Some of these insights were surprises to us that influence what we now focus on and emphasize in our team coaching. We have expanded fully upon the recommendations and topic areas listed here in our literature review.

1. As much as possible, coaching should focus on supporting the team to properly design their team for success (e.g., real team, structures, right people, compelling direction) before focusing on interpersonal dynamics / processes (Hackman & O'Connor, 2005, Hackman & Wageman, 2005; Wageman, et al., 2008).
2. Use the continuum of team coaching model by Peter Hawkins (2011) to assess what coaching level the team currently needs. Coaches can also use this continuum as a framework to guide the team towards broader, more systemic goals. The five key team coaching interventions are facilitation, team performance coaching, leadership team coaching, transformational leadership team coaching, and systemic team coaching. In our experience, the more complex forms of coaching subsume and incorporate aspects of the simpler forms of team interventions. We note, for example, that a team coach may draw upon facilitation and even teaching skills at various times to augment and implement their team coaching approach.

3. Peer coaching is particularly powerful, and should be embedded into the team coaching processes (Hackman & O'Connor, 2005).
4. In addition to assessing how well a team meets Hackman and Wageman's six conditions for team effectiveness (Wageman et al., 2008), it is important to assess a team's dialogue for positivity versus negativity, inquiry versus advocacy, and self versus other comments. (Frederickson & Losada, 2005). Ratios of 5.8 to 1 for positivity to negativity and 1:1 for inquiry to advocacy and self versus other are optimal for high performing teams (Frederickson & Losada, 2005).
5. When deciding when to coach, and also what coaching intervention will have the most impact, consider Gersicks's punctuated equilibrium model (1988) of beginning, middle and end stages of teamwork in addition to Tuckman's (1965) classic team development stages of forming, storming, norming, and performing.
6. There is extensive research that identifies the influence that certain personality traits such as conscientiousness, agreeableness, and openness have on team dynamics (Barrick, et al., 2001; Bell, 2007; McKenna, et al., 2002; Reilly, et al., 2002). Coaches may find that style assessments promote conversations that help teams better understand their own personality and/or behavioural traits and the traits of others. This style information can be used to help team members communicate and work together most effectively both within their teams and with external stakeholders.
7. When choosing a team assessment from the large number that are commercially available, know that few are well validated and normed. Consider whether the assessments are based on reliable team effectiveness and coaching research and/or they provide a meaningful and easy to understand approach for teams to use the information functionally and practically.
8. Recent research highlights that frequent team communication trumps almost everything else; Team member energy and engagement outside of formal meetings predicted one third of the variation of team performance (Pentland, 2012). Team coaches can share this finding with their teams and encourage team member connection outside of meetings.

Further, encourage teams to network and set up structures that encourage them to find and share ideas from external groups / people with their team members.

9. Reconsider the role of the expert and how to best utilize them since experts need help to be effective team contributors “...the presence of expert members may actually decrease team effectiveness if members are not helped to use the experts’ special talents” (Woolley, et al., 2008, p. 16). Do not assume that because there are experts on the team, they will know what they need to do to effectively work together and achieve outcomes. Design the team so that everyone contributes *and* that expert knowledge is effectively utilized.
10. When educating coaches, know that currently many team coaches rely on approaches with face validity, not research backing. It is important to educate coaches on team effectiveness, group process, and team coaching research so that their coaching efforts are targeted to interventions and approaches that have been proven to be most effective.

8.3. Summary of our Collaborative Learning Journey

Overall, we benefitted greatly in our own learning by working together. At all times through the project, we expressed our gratitude to each other for our collaboration, feeling that we would have been lost without one another’s support, energy, and vision. We now move to outlining some of our personal learning in the doctoral learning journey, starting with Catherine’s experience.

8.4. Catherine’s Learning Journey

My key learning points and outcomes in studying team coaching are as follows:

1. Accumulated a high degree of knowledge about team coaching—research, models and practitioner approaches.

2. Learned to balance my knowledge and best practices about team effectiveness and team coaching with what is practical, doable, and supported within a very resource constrained environment.
3. Increased my knowledge of how to use style assessments and the power that style information has with a team.
4. Understand the importance of incorporating individual team member coaching into the team coaching process when it becomes apparent this would be useful.
5. Affirmed the power of partnership and learning from colleagues.
6. Learned how to do qualitative research at a higher academic level.

1. Accumulated a high degree of knowledge about team coaching—research, models and practitioner approaches.

Jacqueline and I wrote an extensive first draft for our literature review and I am very glad we did. While it is now a product rather than the literature review itself, I learned so much in writing it and feel deeply grounded and able to speak about team effectiveness, group process, and team coaching in a deep and comprehensive way. This was one of my goals in doing a doctorate—to become deeply knowledgeable and immersed in an area of study. I already use parts of this literature review with teams. I also refer to concepts and models when mentoring other newer team coaches in my work environment. I imagine teaching team coaching in a more systemic way in the future and see my deep grounding in the field as hugely beneficial to this endeavour. I am hoping we can publish our review as a journal article and perhaps shape it into a book. I also greatly appreciate the mentorship we had from Peter Hawkins. His wisdom and clear guidance was invaluable. I learned about the actual practice of team coaching from him, and from Jacqueline. He was able to astutely take me to the next step of my learning in order to help my team do the same.

2. Applying what I am learning in the academic world to the workplace. I have learned to balance the knowledge and best practices about team effectiveness and team coaching within a very resource constrained environment.

In government, there are two clients—the team and the government body that I, and the team, work for. I need to attend to the needs and realities of both. When I joined the new Performance Coaching Services and began leading a team to design the new team coaching service, I had an ideal service in mind. I have learned to apply my best practice knowledge within a practical organizational focused on delivering the best possible service within limited scope, budget, and time parameters. Additionally, the coaching service is new and more is individually focused, thus stressing the role of the team leader to own and carry the work of the team coaching forward as much as possible. I heard from a supervisor, “that might be how it is done in research or in the private world (whole team focus over 6 months), but this is government”. I do appreciate the practicalities of this statement; we need to be able to meet the team coaching demand of government clients, and successfully deliver services in a timely fashion. As such, we offer team coaching to any team that requests team coaching for approximately 4 months with limited full team involvement, thus making our model more akin to team development. I am applying my best practice knowledge with service constraints in mind. I have recommended changes to our new team coaching model that will shift some of the team coaching activities to work with the whole team, while not increasing coach time involvement, thus creatively balancing best practice with organisational realities.

3. Increasing my knowledge of how to use style assessments and the power that style information has with a team.

Jacqueline fully trained me in the use of the Extended DISC. She was a great mentor about how to expertly use an instrument to increase the effectiveness of coaching. I also learned a great deal from feedback from my team on just how effective style instruments can be in creating change. The team shared with me how valuable it was to learn about their own styles and their group profile and then to use this information to set up working agreements and personal goals. Most notably, without prompting, they referred back to DISC concepts throughout the coaching, even requesting a session devoted to reviewing what they had learned before, in order to use their DISC profiles and knowledge as a springboard for strategic planning. I would now recommend use of a style instrument whenever appropriate going forward.

4. Understanding the importance of incorporating individual team member coaching into the team coaching process when it becomes apparent that this would be useful.

When we started coaching our teams, I stuck to the protocols that Jacqueline and I decided on for our coaching. A third of the way through, I was grappling with the limitations of what we had set up and thinking about incorporating some team leader coaching. Jacqueline and I discussed this and I realized that she was already coaching members of her team, thus I wouldn't affect our parallel coaching process by adding in team leader coaching. It was quickly apparent that for this team, and I imagined others, that team leader coaching was a powerful addition to our coaching process. I would recommend a combination of team leader and whole team coaching in the future. While resource rich, I can see the value of coaching each team member in some form, and took particular interest in Kegan and Lahey's case study (2009) that effectively employed an individual / whole team coaching approach.

5. Affirming the power of partnership and learning from colleagues.

As team coach with only a few years of experience, I was blessed to have Jacqueline as my partner. Her wealth of experience and clear, articulate guidance has been invaluable. What was most valuable to me though is what I learned from Jacqueline about having an impeccable professional manner and reputation; what a pleasure to work with someone who models high reliability, responsiveness, and attention to relationship. My learning in the doctorate program has been rich, alive, and truly applied through ongoing dialogues with Jacqueline about articles, team coaching models, and ultimately, real work with teams. My experience would have been so different without this. I will always set up learning and work partnership going forward.

6. Learned how to do qualitative research at a higher academic level.

I also greatly appreciated Jennifer Mullett's scholarly and grounded counsel to us through our research. I felt very supported, fully guided; she was really with us every step of the way. I felt confident that we have used excellent qualitative methodology as a result of her support. While I have done qualitative research before, this was more rigorous, exacting, and fully

thought through from beginning to end. Thus I leave the doctorate, believing that I could confidently carry out more qualitative research in the future, and may do so for my workplace as we demonstrate the value of our new coaching service.

8.5. Jacqueline's Learning Journey

I had numerous learning and insight opportunities throughout the team coaching process and the collaborative doctoral project in general. Besides reiterating “me too!” on many of the learning points that Catherine has already described, there were five key learning points that stood out for me most. These points are listed below, with further elaboration provided for each one.

1. Reconfirmed that semantics matter and learned that “research” and business don’t always mix well.
2. Developed even stronger beliefs about the importance of coaching individual team members in a team coaching intervention.
3. Experienced numerous insights and learning from presenting to other team coaches and team leaders about team coaching.
4. Learned a lot about doing qualitative research at a doctoral level.
5. Reconfirmed the incredible power of collaboration, and learning from colleagues.

1. Reconfirmed that semantics matter and learned that “research” and business don’t always mix well.

As I talked with interested leaders about the team coaching research project, I discovered that although there was sometimes initial interest, when I described the research process further, leaders disengaged and declined to participate. What I realized after asking some of them what made them change their minds, several indicated that they were worried that the team coaching would be too academic and/or they did not want to be guinea pigs. I realized that as I talked about the research requirements, leaders seemed to be scared that their business needs might get lost. I also realized that even though I reinforced that I had been doing team

coaching for about fifteen years, the fact that I was studying team coaching seemed to override my experience and they felt that I was experimenting with them.

This was a huge learning for me as I searched for nine months to find an appropriate and willing team to coach. I went through a great deal of disappointment and angst during this long search and considered doing an alternative research project: a survey on what coaches mean when they say they offer team coaching. I finally decided to give up looking for a team, pursue this different research approach, and keep my team coaching business separate from my research. This allowed me to focus on meeting the needs of the leaders requesting support with their teams without my research agenda confounding my business response to their request. At the same time, my advisors reinforced that using a different language and positioning would be perfectly acceptable in the corporate environment, and they encouraged me to use words like “project”, and “evaluation” rather than “research” when talking to business leaders.

As often happens in life, once I detached from my own research agenda and again became completely focused on my client’s needs and goals, a team coaching opportunity surfaced. A former client of mine asked me about facilitating a session with her new leadership team as a way to establish a vision for the team and the department, and further align goals, priorities, and working agreements. As I talked with this leader, I was very conscious of several things I had learned over the past several months when inviting leaders to participate in this team coaching project.

First, I had learned my lesson about selling team coaching and the research project. I decided to make sure that we fully outlined the leaders’ business needs and the associated approach that would be a best fit before ever considering asking her to participate in my research. I got buy in to the team coaching approach first and the research second, instead of packaging these two items together up front in our conversations. I had decided ahead that if she did not want to participate in the research, I would still work with her team as a business client.

Second, this leaders’ team wasn’t the absolute ideal for my project since they were more of a management team than a senior leadership team and so I almost ruled them out as a potential team for my research. On the other hand, they were a management / leadership team within a

large global company (over 12,000 employees) that provided a critical function for the corporation. Thus, they had strong linkage and visibility with the top leadership team in the organization. Their global scope and operational significance was high, requiring strong leadership abilities and a high need for cross-functional collaboration. I realized that although this team was not at the level I had originally imagined, they were actually more influential and doing higher level work than other senior leadership teams with smaller companies that I had previously talked with about the research. Further, the willingness of the team leader to participate and look to me as a partner was critical if we were going to have a successful research partnership so I realized that this engagement requirement was more important than the exact level of the team.

Third, I had a bias that I needed to focus on systemic team coaching opportunities and in my discussions with leaders, most were not looking for interventions at this level. This leader also wasn't initially interested in a systemic focus nor was she interested in gathering stakeholder input, but she was open to at least considering it for the future. I knew this reluctance to engage key stakeholders would impact how fully I would be able to coach the team within the systemic level of team coaching on Hawkins' (2011) team coaching continuum. However, I realized that although I would be focused on leadership team coaching and at best, transformational team coaching on the continuum, starting somewhere was better than not starting at all. Further, meeting the client's agenda and successfully facilitating the change that they most needed was the best possible outcome.

Thus, I was reminded that using the language of business is necessary for leaders to engage in conversation. Further, starting where the client is at is critical, and all growth will happen as needed from this starting place. Lastly, I was reminded to always keep my client's goals first and foremost and to leave my agenda at the door. My influence could be made only after my clients felt that they were heard, served, and attended to first.

2. Developed even stronger beliefs about the importance of coaching individual team members in a team coaching intervention.

I realized from the experiences of doing some unexpected, informal coaching of one of the team members in particular that individual coaching was probably an important piece of the

team coaching process that could have more formally structured into the intervention for all team members. The three leaders that I formally coached during the team coaching and the one leader I informally coached all made the most progress in ‘living the team agreements and goals’, from my perspective. The three leaders that didn’t engage in coaching were interested and willing participants, but they did not seem to advance as much. In fact, one of the uncoached participants was actually let go near the end of the team coaching because she never did accept the new structure for the team. In hindsight, I believe that I may have been able to support her transition and acceptance of the new structure had we had a chance to talk individually about her concerns and opportunities to engage in a new way with the team. Despite coaching two of the other leaders through strategies and approaches for managing the situation, some direct coaching with this resistant individual may have been helpful.

3. Experienced numerous insights and learning from presenting to other team coaches and team leaders about team coaching.

About six months ago, I started presenting to and talking with other team coaches and team leaders about the factors that contribute to team effectiveness, the definition of team coaching, and the continuum of team coaching interventions. As a result of these conversations, I learned that even experienced coaches disagree about what team coaching is and what a team coaching intervention includes. I would ask the groups the following question: When you do team coaching, what do you actually do? Most of the coaches had one of two answers (only one coach said he did both):

1. Coaching each member of the team and then having one or two team meetings to discuss team dynamics.
2. Having a full team session for one or two days that was focused around completing a style instrument as a means to discuss interpersonal dynamics or the group profile.

In the team coaching continuum described by Peter Hawkins (2011), these approaches are focused more on the first two levels of team coaching: team facilitation and team performance coaching.

Further, only one of the coaches I talked with in the last six months clearly stated that he worked on the business and performance of the team, versus just the interpersonal dynamics of the team, indicating a stronger focus on the stakeholders and the results required from the team. His approach would align with the transformational and / or systemic levels of team coaching based on Hawkins' (2011) model.

When I shared Hawkins' (2011) team coaching continuum with the groups, we discussed the fact that it's important for us as coaches and leaders to be clear about what we're offering. When we are unclear, we don't help our clients or the marketplace really understand the possibilities and potential of engaging in a higher level of team coaching. We also discussed that moving along the continuum is probably an evolutionary process for the coach as much as it is for the client. As coaches and leaders better understand what the possibilities are for team coaching, we can build our skill level, toolkit, and discourse in a way that educates and helps our clients move along the continuum as well.

Because many clients are not leading at a level where they are fully considering all of their stakeholders, this is a big leap for them and we may be reluctant to push them further if we as coaches are not aware of the possibilities for a bigger, more strategic approach ourselves. As team coaches, we can start to build the clients' comfort and awareness of this higher level of leadership as we become more comfortable understanding the continuum of team coaching interventions as well. My beliefs in an evolutionary approach to team coaching was reinforced by my experience with my own research team, in which the leader was aware of the external stakeholders and the importance of meeting their needs as a team, but still wanting to focus internally first and foremost.

In the end, these discussions confirmed my suspicions that team coaching is still in its infancy and that both coaches and the marketplace may have much learning to do before they are ready for transformational team coaching or systemic team coaching.

4. Learned a lot about doing qualitative research at a doctoral level.

I have a strong leaning towards quantitative research, having a bias towards experimental methods and what can be measured. As I realized that the team coaching topic area and the nature of the doctoral program were more suited to qualitative methods, I left my quantitative research dream behind. We were lucky to have a consultant on our doctoral project, Dr. Jennifer Mullett, who was well versed and expert in qualitative methodologies, having spent a long career doing this type of research. As a result of her guidance and consulting, my respect for the value of rigorous qualitative research grew. In fact, I realized that in many ways, creating a valid, strong qualitative research design was in many ways more challenging than quantitative research.

In addition, the reading that we did on case study methodology and multi-case analysis (Stake, 2006; Yin, 2009) further reinforced to me that there was a strong rigour and discipline in qualitative research. I also recognized that as we applied this rigour to our case studies, we really were uncovering important information that was triangulated from many data points that we were gathering from the participants during the team coaching experience, the TDS results, our observations, and the final interviews with each of the team coaching participants.

5. Reconfirmed the incredible power of collaboration, and learning from colleagues.

I cannot even begin to talk about how powerful it was for me to work with Catherine throughout this project. There were so many times that I was ready to give up the doctorate because I felt too isolated, it felt too hard, and / or I felt too overwhelmed. Being committed to a learning partner for my own learning and hers kept me “in the doctoral game”, so to speak. Also, I learned so much in the conversations, written and oral, with Catherine, that I would never have learned if I had only my own perspective to consider.

We would talk through and challenge each other’s interpretations of the readings we were doing on a regular basis. Also, because we both had different interests, knowledge bases, and resources, we often found additional readings for each other that we may not have otherwise discovered on our own.

When we debriefed some of our ideas and challenges in working with our teams, we often came to new insights. Further, we were better able to distance ourselves from becoming intertwined in the dynamics of the team and kept an objective lens on what was happening and ways to best support the team. I also felt that I did better, deeper reflection as a result of debriefing coaching sessions and events with Catherine, sparking reflections in my own team coaching journal. For me, the collaborative aspect of this doctoral journey was the highlight and I would not even think of doing it without a collaborative partner if I were to do it again. Additionally, the support and insights provided by our research consultants / advisors proved invaluable to us and I am grateful for all of the wisdom they shared with us.

8.6. Learning about the Team Coaching Journey Itself

We have both realized how much we would do differently as we have each been writing up our project activity sections and have been reviewing the actual team coaching process, events, and outcomes. Of course learning occurs over time and we would hope that a year later we would look back at our own work with a critical lens for what we could improve. At the same time, it is truly humbling to review our actual team coaching practice from the place we are now, with even greater information from the literature to inform us, and feedback from the participant interviews.

In hindsight, there are so many ways that we would set up the coaching more clearly from the beginning, and probably include a bit more structure for activities and outcomes. There are a couple components in particular that we would include if we were to do it over. First, we would include more individual coaching to support and augment the team coaching. Second, we would include a clearer peer coaching structure with stronger expectations and follow-through to guide the participants to greater use of this tool. Third, adding in more email connections as follow up between team coaching sessions would have likely supported the team to keep the coaching top of mind.

At the same time, we realize that we made some of the decisions we did based on the practical realities we were faced with at the time. We take this rich learning forward and know that we will prioritize and make different decisions the next time we coach a time. We appreciate that

the teams we worked with received value from the team coaching process, as identified at the end of the intervention so we have compassion for the critical eye with which we look at the team coaching now. As we close on this professional learning journey, we have a strong sense of growth, development, and excitement for the continuous learning we know we will enjoy together and separately even after this project is completed.

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Appendices
To Accompany
The Experience of Team Coaching:
A Dual Case Study

A project submitted to Middlesex University in partial fulfilment
of the requirements for the degree of
Doctor of Professional Studies
(Leadership Development and Executive Coaching)

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and
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Appendix A: Team Coaching Readiness Checklist

The researchers will ask these questions when speaking with the team leader to determine if their team is appropriate for team coaching. If the majority of the questions are answered YES, then we will see the team as appropriate for team coaching. This is not a formal survey and is separate from the online Team Diagnostic Survey (Hackman, 2003) that participants will complete once their team is selected to participate in the team coaching process.

Background to share with the leader

Our team coaching process is a six month process whereby a leadership team works with a trained, certified coach to enhance the team's goal achievement. Specifically, team coaching is defined as "direct interaction with a team intended to help members make coordinated and task-appropriate use of their collective resources in accomplishing the team's work" (Wageman & Hackman, 2005, p.269). Effective team coaching has been shown to be most effective when the following essential conditions are met (Wageman, et al., 2008):

1. A real team with clear boundaries and clear membership
2. A compelling direction with a purpose.
3. The right people are on the team to add value to the team and the team's purpose

At this point, we will not probe for what Wageman et al. (2008) call the enabling conditions since they may be strengthened as the team coaching progresses. These enabling conditions include a solid team structure; a supportive organizational context (e.g., the team has the information and resources they need) and competent team coaching (which we will be modelling and transitioning to the team's control).

Checklist of questions to ask the leader

Readiness Question	Yes / No
1. Do you have between 5 and 10 team members on your team?	
2. How clear is your team's membership (e.g., people generally know who is and who is not on this team)? Please rate clarity on a scale of 1 to 10 (low to high). A score of 5 or higher is required to receive a "Yes".	
3. Are all of your team members leaders themselves (e.g., all have direct reports and/or are formally identified as a leader in the organization)?	
4. Do you anticipate your team membership to be relatively stable over the next six to nine months?	
5. Do you have some purpose for this team to meet regularly together?	

Readiness Question	Yes / No
6. Do you have the right members on your team to meet your team's purpose?	
7. How would you rate your motivation as the leader to undergo a team coaching process with your team? Use this scale: 1 to 10, low to high motivation. A score of 6 or higher is required to receive a "Yes".	
8. How would you rate the motivation of your team to undergo a team coaching process together? Use the 1 to 10 scale, low to high. A score of 6 or higher is required to receive a "Yes".	
9. Are you able and willing to dedicate time to the coaching process over the next six months (including the 2 day team offsite session) plus participate in the follow up session three months post-coaching?	

Appendix B: Team Diagnostic Survey (TDS)

V10:07/03 © J. Richard Hackman, Harvard University (hackman@fas.harvard.edu)
(used with permission, provided December 2010)

This survey asks you to describe the main features of your work team. Please answer each item as frankly as possible. The survey should take about 20 minutes to complete.

Your responses will be kept completely confidential. As you can see, you are identified on the questionnaire by number rather than by name, and your name cannot be matched with your code number.

Please do not talk over the questions with other members of your team until everyone has completed the survey. If for any reason you would prefer not to take the survey, you need not do so--it is entirely voluntary.

SECTION ONE

1. Please name the team you will be describing on this survey. (We use the term "team" in the survey, but you may know it as a work group, or by some other name.)
The team is:

2. What is the main purpose of the team--what does it exist to accomplish?
The team's main purpose is to

3a. How many members are on the team? _____

3b. How many are women? _____

3c. How many are men? _____

4. Put an "X" in the blank below that best describes this team.

_____ This is a temporary or project team that will disband once its work is finished.

_____ This is an ongoing team that will keep operating indefinitely into the future.

5. Put an "X" in the blank below that best describes your own involvement with the team.

_____ My work on this team is just one part of my overall job in this organization.

_____ Working on this team is the main part of my job in this organization.

SECTION TWO

Here are some statements about your team and its purposes. Please indicate how accurately each statement describes your team. Try to be as objective as you can in responding to each statement--regardless of whether you like or dislike being on the team.

Write a number in the blank beside each statement, based on the following scale:

How accurate is the statement in describing your team?

1	2	3	4	5
Very Inaccurate	Somewhat Inaccurate	Neither accurate nor inaccurate	Somewhat Accurate	Very Accurate

- ____ 1. Team membership is quite clear--everybody knows exactly who is and isn't on this team.
- ____ 2. There is great uncertainty and ambiguity about what this team is supposed to accomplish.
- ____ 3. This team's purposes are so challenging that members have to stretch to accomplish them.
- ____ 4. Different people are constantly joining and leaving this team.
- ____ 5. This team's purposes are specified so clearly that all members should know exactly what the team exists to accomplish.
- ____ 6. Members of this team have their own individual jobs to do, with little need for them to work *together*.
- ____ 7. There is so much ambiguity about who is on this team that it would be nearly impossible to generate an accurate membership list.
- ____ 8. This team's purposes are *not* especially challenging--achieving them is well within reach.
- ____ 9. This team is quite stable, with few changes in membership.
- ____ 10. The purposes of this team don't make much of a difference to anybody else.
- ____ 11. Generating the outcome or product of this team requires a great deal of communication and coordination among members.
- ____ 12. This team's purposes are of great consequence for those we serve.
- ____ 13. Anyone who knows this team could accurately name all its members.
- ____ 14. Members of this team have to depend heavily on one another to get the team's work done.

SECTION THREE

This section asks two summary questions about your team's purposes and its authority.

A. Overall, which of the four alternatives listed below comes closest to describing your team's purposes? Please put an "X" in only *one* of the four blanks.

_____ The *purposes* of our team are specified by others, but the means and procedures we use to accomplish them are left to us.

_____ The *means* or procedures we are supposed to use in our work are specified in detail by others, but the purposes of our team are left unstated.

_____ *Both* the purposes of our team and the means or procedures we are supposed to use in our work are specified in detail by others.

_____ *Neither* the purposes nor the means are specified by others for our team.

B. Beyond actually carrying out the work, does your team have the authority to decide about other matters?

Please circle either "no" or "yes" for *each* of the items listed below.

Our team also has the authority...

No Yes ...to monitor our own work processes and to change or adjust them if needed.

No Yes ...to select new team members, or to ask an existing member to leave the team.

No Yes ...to alter features of the larger organization that are affecting our team or its work (for example, the resources available to us, the information we receive, training procedures, and so on).

No Yes ...to specify what our team exists to accomplish, its main purposes.

SECTION FOUR

Here are some statements about how your team and its work are set up. Please indicate how accurately each statement describes your team. Try to be as objective as you can in considering each statement--regardless of whether you like or dislike being on the team.

Write a number in the blank beside each statement, based on the following scale:

How accurate is the statement in describing your team?

1	2	3	4	5
Very Inaccurate	Somewhat Inaccurate	Neither accurate nor inaccurate	Somewhat Accurate	Very Accurate

- ____ 1. This team is just the right size to accomplish its purposes.
- ____ 2. Members of this team are too dissimilar to work well together.
- ____ 3. We do a whole, identifiable piece of work.
- ____ 4. The work of this team leaves little room for the exercise of judgment or initiative.
- ____ 5. Carrying out our team's task automatically generates trustworthy indicators of how well we are doing.
- ____ 6. This team has too few members for what it has to accomplish.
- ____ 7. Standards for member behavior in this team are vague and unclear.
- ____ 8. Members of this work team have more than enough talent and experience for the kind of work that we do.
- ____ 9. This team does not have a broad enough range of experiences and perspectives to accomplish its purposes.
- ____ 10. Our team does such a small part of the overall task that it is hard to point specifically to *our* special contribution.
- ____ 11. Everyone in this team has the special skills that are needed for *team* work.
- ____ 12. This team is larger than it needs to be.
- ____ 13. It is clear what is--and what is not--acceptable member behavior in this team.
- ____ 14. The work itself provides almost no trustworthy feedback about our team's performance.
- ____ 15. Members of this team agree about how members are expected to behave.

- _____ 16. Some members of this team lack the knowledge and skills that they need to do their parts of the team's work.
- _____ 17. This team has a nearly ideal "mix" of members--a diverse set of people who bring different perspectives and experiences to the work.
- _____ 18. The only way we can figure out how well we are performing is for other people in the organization to tell us.
- _____ 19. The work we do requires the team to make many "judgment calls" as we carry it out.
- _____ 20. This team's work is inherently meaningful.

SECTION FIVE

Listed below are some statements that could describe the *organizational context* of a work team. Please indicate how accurately each statement describes the organization in which your team operates. Try to be as objective as you can in considering each statement--regardless of how much you like or dislike your organization.

Write a number in the blank beside each statement, based on the following scale:

How accurate is the statement in describing your team?

1	2	3	4	5
Very Inaccurate	Somewhat Inaccurate	Neither accurate nor inaccurate	Somewhat Accurate	Very Accurate

- _____ 1. It is easy for teams in this organization to get any data or forecasts that members need to do their work.
- _____ 2. Excellent team performance pays off in this organization.
- _____ 3. Teams in this organization have to make do with whatever expertise members already have--technical training and support are not available even when needed.
- _____ 4. Teams in this organization can readily obtain all the material resources that they need for their work.
- _____ 5. When members of teams in this organization have trouble working together, there is no one available to help them out.
- _____ 6. Even teams that do an especially good job are not recognized or rewarded by the organization.
- _____ 7. Teams in this organization have access to "coaches" who can help them learn from their successes and mistakes.
- _____ 8. This organization keeps its teams in the dark about information that could affect their work plans.
- _____ 9. When something comes up that team members do not know how to handle, it is easy for them to obtain the training or technical advice they need.
- _____ 10. This organization recognizes and reinforces teams that perform well.
- _____ 11. Expert coaches are readily available to teams in this organization.
- _____ 12. Scarcity of resources is a real problem for teams in this organization.
- _____ 13. In this organization, teams do *not* receive adequate training for the work they have to do.
- _____ 14. Teams in this organization can get whatever information they need to plan their work.

SECTION SIX

This section asks you to describe the person who serves as your team's main leader or manager.

A. Please indicate who that person is by putting his or her initials in this blank:

(This person will be referred to below as the "team leader" even though his or her actual title may be something different.)

B. Are *you* the team leader? ____ No ____ Yes

C. Here are some statements that could describe the team leader's behavior. For each statement, put an "X" in the blank that is most accurate in describing the behavior of your team leader.

	Never	Rarely	Some- times	Often	Always
<i>The team leader...</i>					
1. ...helps members learn from one another and from the team's work experiences.	_____	_____	_____	_____	_____
2. ...works with the team to develop the best-possible approach to its work.	_____	_____	_____	_____	_____
3. ...helps the team build a high shared commitment to its purposes.	_____	_____	_____	_____	_____
4. ...micromanages the content and process of team discussions.	_____	_____	_____	_____	_____
5. ...helps members resolve any conflicts that may develop among them.	_____	_____	_____	_____	_____
6. ...provides positive feedback when the team behaves or performs well.	_____	_____	_____	_____	_____
7. ...provides corrective feedback when needed	_____	_____	_____	_____	_____
8. ...helps the team sustain the motivation of <i>all</i> members	_____	_____	_____	_____	_____
9. ...instructs the team in detail about how to solve its problems.	_____	_____	_____	_____	_____
10. ...helps members work on improving their interpersonal relationships.	_____	_____	_____	_____	_____

Never Rarely Some- Often Always
times

The team leader...

- | | | | | | |
|--|-------|-------|-------|-------|-------|
| 11. ...keeps the team alert to anything that might require | _____ | _____ | _____ | _____ | _____ |
| 12. ...helps the team identify and use well each member's
unique talents. | _____ | _____ | _____ | _____ | _____ |
| 13. ...tells the team everything it is doing wrong. | _____ | _____ | _____ | _____ | _____ |
| 14. ...gives inappropriate or undeserved praise or
criticism. | _____ | _____ | _____ | _____ | _____ |

D. Different team leaders make different choices about what they focus on in helping a team. Please put a "1" in the blank beside the activity below that receives the greatest attention from *your* leader. Then put a "2" in the blank beside the activity that receives the next most attention from your leader, and so on for all four activities.

- _____ a. Coaching *individual* team members
- _____ b. Helping team members learn how to work well *together*
- _____ c. Getting the team set up right--clarifying its purpose, picking members, structuring the task, setting expectations, and so on
- _____ d. Running external interference for the team--getting resources, securing outside assistance, removing roadblocks, and so on

E. Overall, how helpful is your team leader in building your team's capabilities?
(Please circle one number below.)

- 1 Detrimental: The leader's actions *undermine* our development as a team.
- 2 Mostly unhelpful
- 3 Neither particularly helpful or unhelpful
- 4 Mostly helpful
- 5 Quite helpful: The leader's actions significantly build the team's capabilities

SECTION SEVEN

Now consider the behavior of *regular* team members, those who do not have a formal leadership role within the team.

Here are some statements that could describe the behaviors of regular team members. For each statement, put an "X" in the blank that is most accurate in describing their behaviors.

Never Rarely Some-
times Often Always

Regular team members...

- | | | | | | |
|--|-------|-------|-------|-------|-------|
| 1. ...take initiatives to promote high shared motivation and commitment. | _____ | _____ | _____ | _____ | _____ |
| 2. ...take initiatives to make sure the team develops and uses the best possible approach to its work. | _____ | _____ | _____ | _____ | _____ |
| 3. ...take initiatives to help the team build and use well members' knowledge and skills. | _____ | _____ | _____ | _____ | _____ |
| 4. ...take initiatives to constructively resolve any problems or conflicts that develop among members. | _____ | _____ | _____ | _____ | _____ |
| 5. ...tell other members what to do and how they should do it. | _____ | _____ | _____ | _____ | _____ |

SECTION EIGHT

Listed below are a number of statements that could describe how members of a team work together.

Please indicate how accurately each statement describes the dynamics of *your* team. Write a number in the blank beside each statement, based on the following scale:

How accurate is the statement in describing your team?

1	2	3	4	5
Very Inaccurate	Somewhat Inaccurate	Neither accurate nor inaccurate	Somewhat Accurate	Very Accurate

- _____ 1. Members demonstrate their commitment to our team by putting in extra time and effort to help it succeed.
- _____ 2. Our team often comes up with innovative ways of proceeding with the work that turn out to be just what is needed.
- _____ 3. How seriously a member's ideas are taken by others on our team often depends more on who the person is than on how much he or she actually knows.
- _____ 4. There is a lot of unpleasantness among members of this team.
- _____ 5. Everyone on this team is highly motivated to have the team succeed.
- _____ 6. The longer we work together as a team, the *less* well we do.
- _____ 7. Some members of our team do not carry their fair share of the overall workload.
- _____ 8. Members of our team actively share their special knowledge and expertise with one another.
- _____ 9. Our team often falls into mindless routines, without noticing any changes that may have occurred in our situation.
- _____ 10. Working together energizes and uplifts members of our team.
- _____ 11. Our team has a great deal of difficulty actually carrying out the plans we make for how we will proceed with the task.
- _____ 12. Every time someone attempts to correct a team member whose behavior is not acceptable, things seem to get worse rather than better.
- _____ 13. Our team is quite skilled at capturing the lessons that can be learned from our work experiences.

SECTION NINE

Now please indicate how you personally feel about your involvement with your team. Each of the statements below is something that a person might say about his or feelings about working on a team. Please indicate your own personal feelings by writing a number in the blank for each statement, based on this scale:

How much do you agree with the statement?

1	2	3	4	5	
Strongly	Disagree	Neutral	Agree	Strongly	Disagree
				Agree	

- _____ 1. I learn a great deal from my work on this team.
- _____ 2. My relations with other team members are strained.
- _____ 3. I enjoy the kind of work we do in this team.
- _____ 4. I feel a real personal satisfaction when our team does well.
- _____ 5. I feel bad and unhappy when our team has performed poorly.
- _____ 6. I very much enjoy talking and working with my teammates.
- _____ 7. My own creativity and initiative are suppressed by this team.
- _____ 8. The chance to get to know my teammates is one of the best parts of working on this team.
- _____ 9. Working on this team is an exercise in frustration.
- _____ 10. My own feelings are not affected one way or the other by how well our team performs.
- _____ 11. Working on this team stretches my personal knowledge and skills.
- _____ 12. When our team has done well, I have done well.
- _____ 13. Generally speaking, I am very satisfied with this team.

SECTION TEN

Demographic Information (Optional)

This information will be used only to compare the views of different *groups* of respondents. Individual data will be kept completely anonymous and confidential.

Even so, if for any reason you prefer not to answer these questions, simply leave them blank.

1. Gender: ____Female ____Male

2. Age: ____ years

3. How long have you been a member of this organization?

____Less than 6 months	____5-8 years
____6-12 months	____9-16 years
____1-2 years	____17-24 years
____3-4 years	____25 years or more

4. How long have you been in your present position in this organization?

____Less than 6 months	____5-8 years
____6-12 months	____9-16 years
____1-2 years	____17-24 years
____3-4 years	____25 years or more

5. How long have you been a member of the team you described in this survey?

____Less than 1 month	____5-6 months
____1 month	____6 months-1 year
____2 months	____1-2 years
____3-4 months	____3 years or more

Thank you for your help!

Appendix C: Permission to use the Team Diagnostic Survey (TDS)

From: Dr. W. Trexler Proffitt Jr. [trexler.proffitt@fandm.edu]
Sent: December-03-10 6:58 PM
To: jacqueline peters
Subject: Re: Message from team-diagnostics.com

Dear Jacqueline,

I'm writing on behalf of Team Diagnostics, which is a firm owned by Richard Hackman, Ruth Wageman and me. We would love to have you use the TDS instrument in your research and gain your insights for the utility of Hackman's model for team effectiveness based on your experience and research. We all take great interest in the perspectives of seasoned coaches and want to know about your findings. The TDS is completely free to use in research, one of our core commitments for our firm, and I would personally love to discuss your work with you.

Best Regards,

Trex Proffitt

CEO, Team Diagnostics LLC

From: Trexler Proffitt [trexler.proffitt@fandm.edu]
Sent: December-06-10 9:20 AM
To: jacqueline.peters@telus.net
Cc: tproffit@fandm.edu; 'Carr, Catherine L MCF:EX'
Subject: Re: Message from team-diagnostics.com
Attachments: TDS-V10.pdf; ATT00451.txt

W. Trexler Proffitt Jr.

Assistant Professor of Organization Studies Business, Organizations, and
Society Franklin & Marshall College

119 Harris

PO Box 3003

Lancaster PA 17604

email: trexler.proffitt@fandm.edu

phone: 717-291-3990

fax: 717-358-4568

Appendix D: Individual Interview Questions for the Pre-coaching Assessment

We asked the following questions of each individual team member in a 30 – 60 minute interview, after the team session to introduce the initiative and prior to the start of the team coaching.

1. How did you find completing the TDS survey?
2. Did you have any questions as you went through the assessment?
3. As you completed the TDS, did any questions stand out to you as: “wow we do that well” or “that is an area we need help in?”
4. Effective teams mean that each individual is supported to grow in ways that matter to them. Does that happen for you, and if so how?
5. What do you like most about working on this team?
6. What does this team do to be effective?
7. What do you like the least or would change if you could about this team?
8. What happens on your team when people disagree? How is conflict resolved?
9. What does your team leader do that is most effective?
10. What could your team leader do that would make him/her even more effective as the leader of this team?
11. What do you feel is your greatest value add to the team?
12. What do you think your team’s top shared values are?
13. We will be talking about the vision for the team. As you think about the vision,
 - What do customers want from this team?
 - What could this team provide that customers aren’t asking for and don’t know that the team can provide?
 - What framework does the team need to deliver on that?
14. As we embark on this team development process, I want to know what your team will have achieved at the end of 6 months that would have you thinking, that was worth the time!
15. Are there any undiscussables on this team?
16. Is there anything else you think I should know that will help me to coach your team?

Appendix E: Sample Team Charter

Team Charter – Date		
Vision:		
Mission: Team Purpose:		
Team Members	Our Team Working Agreements	Key Goals
Values		Success Measures

Appendix F: Post Coaching Individual Interviews re: Team Coaching

Planning

Pre-interview organization will include:

1. Send out pre-interview information
2. Prepare data collection forms:
 - a. Interview forms - hard copy and computer copy
 - b. Filing system for original interview data
 - c. File for interview transcripts in chronological order
3. Prepare coding system in Dedoose
4. Define operational terms (e.g. Coaching, turning point etc)
5. Trial interview questions
6. Gather tape recorder, spare batteries, and tapes

Pre-interview communication will include:

1. Send overview of the interview ahead by email
2. Include contact details of interviewer (co-researcher)
3. Request permission for taping interview
4. Interviewee is informed about:
 - a. The purpose of the interviews and how they connect to the team coaching
 - b. Length of time and location
 - c. What they will gain and any risks
 - d. Length of interview
 - e. Recording procedure
 - f. Confidentiality and informed consent
 - g. Permission to opt out of the interview or end the interview at any time
6. Send a reminder 5-7 days before the actual interview

Protocols

During the interview:

1. Check tape recorder and conduct voice test
2. Review pre interview communications ensuring permission to record and emphasizing confidentiality around identifying particulars
3. Take observational notes through interview (body language and facial expressions, interruptions and distractions)
4. Use a conversational style with a focus on the agreed upon subjects
5. Interviewer stance is one of listening well, nonjudgmental, thinking quickly on one's feet
6. Use open ended questions
7. Allow the respondent to finish their answer before dialoging further
8. Establish rapport at beginning of interview
9. Order of questions can be changed based on the flow of the interview
10. Can paraphrase, clarify, ask additional questions, or probe
11. Request permission to follow up issues by telephone/face to face/e-mail

Interview Schedule

The following are the key interview questions we probed for each research question.

Background / Opening of the Interview

I would like to talk with you to look back over the entire team coaching period.

Think about when you first did the interview with the coach to ask about what was working / not working well in the team. You also completed the Team Diagnostic Survey (TDS) online, participated in the 2-day offsite Team session and then the follow-up team coaching sessions, right up until today.

We want to dissect the process and see what was valuable and significant going through the team coaching.

I will ask you some specific questions about your experience of the team coaching and I hope to get some of those details from you. We will focus on what specific changes you noticed in yourself and the team during this period of time when the team coaching was taking place.

Interview Questions

Research Question	Interview questions
1. What is the experience of leadership team coaching like for the leadership team participants?	1. What changes did you observe in the team during the team coaching? 2. What changes did you observe in yourself during the team coaching?
2. What are the participant's memorable experiences or turning points during the team coaching?	3. Tell me about a turning point or significant event during the team coaching. 4. Tell me about a time that your team was working well together that you would attribute to the team coaching. 5. Tell me about a time that your team had a breakthrough but the momentum was lost. 6. Tell me about a time that you had hoped there would be a breakthrough or change for the team but it didn't happen? 7. What was another significant change or turning point during the team coaching time period?
3. What changes do the participants subjectively feel they made in (a) The business and (b) Their effectiveness as a team as a result of the team coaching?	8. How has the team coaching impacted your team? 9. How has the team coaching impacted your business? 10. What results had you hoped for from the team coaching that didn't happen? 11. Are there other factors in your organization that may have contributed to the changes you mentioned?
4. What are the implications for practice from what participants identify as least and most valuable to them in our leadership team coaching process?	12. What was most valuable about the team coaching process itself for you? (i.e., the structure, process, specific activities and/or anything in particular the coach did or said) 13. What was least valuable about the team coaching process itself for you? (i.e., the structure, process, specific activities and/or anything in particular the coach did or said)?

Organization and Analysis of Interview Data

Post interview reflections:

Check interview notes after the interview. Discuss with co-researcher and note:

- a. Interviewee name code, date, key themes
- b. Note any key quotes: Most central, interesting, illuminating statements/dialogues
- c. Impressions, hunches, and feelings about the interview
- d. Add any additional points and reflections on observational data
- e. New questions

Post interview data organization:

1. Only work with copies of the original
2. Enter interview tracking record into database
3. Send tapes to be transcribed or transcribe them
4. Write letter of thanks to interviewee
5. Check and edit transcript
6. Enter information from interview files into database
7. Save transcript and notes online for data analysis (Dedoose)

Appendix G: Topic / Theme Codes used for Analysis in Dedoose

Coaching outcome* Turning point* Value add* Change* <ul style="list-style-type: none"> • Momentum Coaching* <ul style="list-style-type: none"> • Coach's action • Coach's manner • Forum / space • Questions / Probing Coaching Components* <ul style="list-style-type: none"> • Check ins • Games / Socialize • Team charter • Two day offsite • Style instrument • Working agreement TDS* Challenges / struggle / Issues <ul style="list-style-type: none"> • Conflict • Dysfunction / Baggage • Gossip / Complain • Incongruence • Leave / remove • Negative / negativity • Termination 	Business Outcome / End Product* <ul style="list-style-type: none"> • Branding • Performance / Productivity • Restructuring • Roles and Responsibilities • Structure Expanding outside the team Personality style Support / Peer support Team <ul style="list-style-type: none"> • Team member Team leader <ul style="list-style-type: none"> • Leadership qualities Conversations/ Communication <ul style="list-style-type: none"> • Feedback Learning / Insight <ul style="list-style-type: none"> • Reflection / Reflective • Understand / understanding Relationship / Dynamics <ul style="list-style-type: none"> • Different points of view • Trust Participation / Contribution <ul style="list-style-type: none"> • Collaboration • Honesty / Openness • Personal disclosure 	Positive actions <ul style="list-style-type: none"> • Accountability • Action • Agreement • Appreciation • Celebrate • Commitment • Decision • Integrity Positive emotions <ul style="list-style-type: none"> • Comfort • Hopefulness • Relief • Respect • Safety Negative emotions <ul style="list-style-type: none"> • Denial / Pretend • Discomfort • Distancing / Alienation • Emotional heaviness/ Tone • Frustration • Resist / Reject • Uncertainty Success / Successful* <ul style="list-style-type: none"> • Helpful • Positive / Positivity • Progress / move forward Unsuccessful / Not working* <ul style="list-style-type: none"> • Sliding back / Regression • Unhelpful
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* Critical codes for our research questions

Appendix H: Informed Consent Form for Participation in Research

Contact Details:

Catherine Carr, M.Ed., RCC, CEC
777 Broughton St.
Victoria, B.C. V8W 1E3

catcarr63@gmail.com
250-953-3157

Jacqueline Peters, B.Sc., M.Ed.
83 Sienna Park Terrace S.W.
Calgary, AB T3H 3L4

Jacqueline.Peters@Telus.net
403-585-4592

The purpose of this document, in accordance with the requirements of the University of Middlesex's code of research ethics to make explicit the nature of the proposed involvement between the researchers and the person or organization agreeing to supply information (the participants) and to record that the research subjects understand and are happy with the proposed arrangements.

The Researchers:

The researchers in charge of this study are Catherine Carr, Ministry of Children and Family Development, British Columbia Provincial Government and Jacqueline Peters, President, Executive Coach and Leadership Development Specialist of InnerActive Leadership Associates Inc. Both Catherine and Jacqueline are doctoral candidates with Middlesex University in the U.K.: address and other contact details above. They are assisted by Annette Fillery-Travis, Ph.D., Middlesex University. Complaints about the conduct of the research may be addressed to the principal researchers' head of department, Dr. Annette Fillery-Travis at the address below:

Dr Annette Fillery-Travis, Director of Programmes
Institute of Work Based Learning
Middlesex University
39 Harvey Lane
Norwich, Norfolk NR7 0BZ
44-01603 300393

The study is one of the requirements for completion of the doctoral programme at Middlesex University.

The Research:

The purpose of this research is to study the experience of team coaching from the viewpoint of the people participating in the team coaching.

What participation in the study will involve: Participants will be asked to participate in a six month team coaching process with one of the principal researchers. This will involve:

- completion of an online Team Diagnostic Survey (Wageman, Hackman and Lehman, 2005), of approximately 20 minutes duration, at the beginning and end of the team coaching process;
- participation in two, two hour team sessions with one of the coach researchers to review the compiled, anonymous results from the survey (both pre and post team coaching);
- participation in a two day team event led by one of the coach researchers;
- participation in four to six team coaching sessions over six months after the team event;
- participation in a one hour interview with a researcher to review the team coaching experience at the completion of the team coaching process.
- participation in a two hour focus group with the team coach and the entire team three months after the completion of the coaching process.

The participants will be free to challenge or terminate the team coaching process at any point. The interviews will be recorded on audiotape. It is understood that the interviewee is free to decline to answer any question, to terminate the interview at any time and to require that any section or the whole of the recording be deleted.

Use of data:

The aim will be to eventually document and present the research in a doctoral dissertation and in other appropriate contexts, academic and professional, through publications, conference presentations, teaching and so on. If so requested, the researcher will refrain from using data that the subject considers sensitive. The participants will be given copies of the any publications based on the research.

Anonymity of participants:

All information acquired will be treated as confidential. Unless specifically agreed otherwise, references in publications, talks, etc. to particular jobs, organization, individuals, etc. will be anonymised and features which might make identification easy will be removed.

Declaration by the research subject(s):

I / We have read and am / are happy with the arrangements as set out above.

Signature of participant(s)

Name

Date

Name

Date

Name

Date

Name

Date

Name

Date

Name

Date

Researchers' signatures:

Catherine Carr

Date

Jacqueline Peters, B.Sc., M.Ed.

Date

Appendix I: Agreement on Writing and Publishing and Intellectual Property Rights

Four main categories of publication / dissemination are likely to arise either directly or indirectly from this dual researcher doctoral project;

1. Any works of a visual and/or mixed media nature.
2. 'Academic' accounts of the research and research findings to be published in journals and books, etc.
3. Conference / seminar papers or presentations.
4. Marketable practitioner products created from the information and findings.

The World Intellectual Property Organization and the Patent Office's guidelines indicate that as far as the current project is concerned, Intellectual Property rights manifest themselves in terms of copyright. The principles of copyright apply to the four categories mentioned above. Furthermore,

- Where composing is undertaken collaboratively, the name of the person who plays the major part in the collaboration should come first, though copyright can be held by all those who have contributed.
- After the formal end of the project, there may still be the change for collaborative composition. The same agreement applies as far as copyright and attribution are concerned.
- If someone wishes to compose individually they should be encouraged to do so. The normal practice is to copy drafts of the piece to colleagues immediately concerned with the work; to give them a copy of the final version before publication and to make sure they receive copies of the final published version. Again even after the formal end of the project, the same principles apply.
- If conference papers / presentations are given, they should be agreed in advance by those involved.
- The issue of 'approval' also applies to any 'subjects' with whom you have worked and who have contributed in any way to the thinking behind the article (e.g., through interviews). A record should be kept of those to whom drafts (including interview notes) have been sent and responses should be requested by a certain date. In this way you will cover yourself in case of future objections to seeing work in print / on screen, etc.
- No work should be quoted without the permission of those who produced the original material. This includes students who may have produced photographs, written texts, etc.
- Where necessary and possible the anonymity of any 'subjects' involved in the research will be maintained.
- All work published outside the University should acknowledge the participants and any institutions which are supporting the work.

Researchers' signatures:

Catherine Carr

Date

Jacqueline Peters, B.Sc., M.Ed.

Date

Declaration by the research subject(s):

I / We have read and am / are happy with the arrangements as set out above.

Signature of participant(s):

Name

Date

Name

Date

Name

Date

Name

Date

Name

Date

Name

Date

Name

Date

Name

Date

Appendix J: Key Themes and Representative Quotes for Catherine's team

1. What were the participant's significant meaningful experiences or turning points during the team coaching?	
Theme 1: Style assessments (6/6)	
Comment	Team member
<i>...one of the turnaround times... was when I presented a twist on one of the projects ... Towards your tests [DISC] and other peoples tests and all. I'm 90 percent analytical.</i>	1
<i>We shared our discs, results and some sort of ah-ha's went on...When we did the DISC, we sort of appreciated we kind of come at it a little bit differently. [This member] is very positive, [that member] is more of a realist. It was coming across as being negative not realistic. I tend to be sort of the centre, I'm huge on the yellow and the green and [that member] is on the yellow but he's also got high blue. Good to know.</i>	2
<i>To see my disc profile basically far off on the analytical side of things and everyone else on the team was in that harmonious S and the I quadrants, whereas [other member] and I were in the C quadrant. The adjustment was very interesting as well--where people are at and where they are adjusting to. Because some people are where they want to be and the role they have really suits them. It was good to see a portrait of it – my own portrait personally.</i>	3
<i>After our first meeting with Catherine and we had the DISC and we agreed on all of our roles in the team... That was a good one, because I think, even after that first meeting with Catherine, we were still feeling our way around each other. The DISC was a breakthrough</i>	4
<i>It was helpful. Instead of, you know how you observe others and in the back of your mind, there's this question about where she is this coming from. With the knowledge of the DISC, it tells me to be accepting.</i>	4
<i>We did this DISC with this project. In some ways it helps to understand individuals and if you can go back to that. I feel that I know them all better and they know me better and there is less question about where they are coming from. You understand their motivation and rationale.</i>	5
<i>One of the biggest turning points was the DISC... I came to a realization that [this member] is not going to change, She is who she is. So what I need to do is quit focusing on making her more detail and process oriented, and realize that to support her for success she needs the team underneath her to have that quality. So I've done a bit of a 180 on that...everybody excels in their own way.</i>	6

Theme 1: Style assessments (6/6) continued	
Comment	Team member
<i>We had a meeting about three months ago. Catherine was there. She was leading and we really opened up. Each of us. I think we were talking about our discs and where they came from and really, truly opened up about the type of people we are and how that relates to our profile. Very insightful and brought us all closer together – again that whole relationship thing.</i>	6
<i>I think the change had to do with talking about our profiles... When they saw my profile, and when I talk about the blue, I think they understand more that that is just me. It's not that I don't trust that them can do the work, they can do it – I just need to see it.</i>	6

1. What were the participant's significant meaningful experiences or turning points during the team coaching?	
Theme 2: Collaborative project (3/6)	
Comment	Team member
<i>Through our Workplace Environment Survey's we've gotten some feedback from folks on what they are looking for. Our project...is really going to be skookum...There will be involvement from all of the group [whole branch].</i>	2
<i>So, when we came up with this project idea for the branch, it gave us more opportunities to talk to each other and see how something like that can work for the entire branch.</i>	4
<i>I think it was in the second meeting that we finally agreed to work on the [this particular] project that we will do as a senior team.</i>	4
<i>I felt there was like a unity in the team at the time that we agreed that the project would benefit our brand and it was a good example of what we truly do as people. So we thought that would be a good project to work on.</i>	4
<i>One of the things of this coaching and I was really clear to the team I said, "I'm not the leader of this [collaborative team] project, I'm just one of the team". I told them, "I will struggle with that because my natural thing is to say, "well let's do this, and let's do this" and to get my own way. It was kind of tough for me to do that, to just shut down and let things happen and let it be a group decision, as opposed to a big discussion.</i>	6

1. What were the participant's significant meaningful experiences or turning points during the team coaching?	
Theme 3: Working agreements and participation (6/6)	
Comment	Team member
<i>They had a falling out with each other and the rest of us just watched it happen. You were hoping there would be a breakthrough amongst everyone else with them and it didn't happen instantly. It took a while. Everyone acknowledged that they had it out and still disagreed on their opinions on whatever it was they were arguing about. They weren't too happy with each other.</i>	1
<i>So more connecting on a personal level that was a turning point. Especially for [one member] and [another member] to openly express amongst the group that they are not always at each other's throats. That's not a negative... they are much more verbal.</i>	1
<i>I wouldn't say it was permission to, it was more of a wanting to. Feeling a need to just as a person. If you are holding value in what's happening and thinking to yourself I think these people need some help. You just start talking about it outside of it. Hey what do you think? Did that make you feel comfortable? I think that was a turning point when they had one of those personal moments and they starting taking about what had happened and everyone started to express what they felt. That was important. I think everyone did.</i>	1
<i>But now we have all these different kinds of perspectives and we all have the same goal, we are all weighing in – it just changed the bounce. So they may well interact that way with each other all the time – we don't see it – now we observe this working towards an end goal but with more observance. Observers not as participants, we really hadn't seen that before – it was sort of jabbing, but a healthy kind of – it was just how they interacted. It kind of froze us for a bit. Yeah, we have some growth here.</i>	2
<i>The other thing is weighing in, but of course we are all sort of on to it now, even if I haven't weighed in someone is going to ask me pretty soon. It was something that originally felt uncomfortable for me. Now it's like I'm totally supportive of that – I was processing. Now I know that I'm going to be asked so I may as well be mindful of that type of thing. I think that is the thing that has changed most for me.</i>	2

Theme 3: Working agreements and participation (6/6) continued	
Comment	Team member
<i>There was one meeting in particular where it felt like our two vocal members basically went at loggerheads with each other and the rest of us kind of went “aaaauuggghhh” at the table...That had gone too far. We have to pull our team together and make some progress on what it is we are supposed to be doing and how we’re doing that together.</i>	2
<i>We have a team that is perhaps a little more balanced in terms of equal voices, equal space and equal time. It’s never going to be perfect - but I definitely see some strides in that area. It’s been a very good experience from start to finish.</i>	3
<i>I think the process of embedding what we wanted to achieve or how we wanted to be into our team meetings was both critical and eye-opening. We had to actively practice the things we said we wanted, which exposed us to 'walking the talk.' It was a great learning experience for everyone in the team, and the changes have taken hold in how we are together.</i>	3
<i>I thought it was a more conscious effort to pull back from just the two of them and include the rest.</i>	4
<i>I guess, after having that meeting with Catherine, that there would be a change from how it was before. How we actually did our senior meetings where it was just [the two of them] talking. So that was probably a turning point for me – when I expressed my discomfort because I felt an expectation on my part.</i>	4
<i>More awareness of how people were contributing or not so there was a more conscious effort to involve everybody.</i>	4
<i>I did actually bring it up because as I said, “I know. I could see that that really made you feel uncomfortable.” I even talked to her about it and they said that yes they were. [This other person] said I just want everyone to get along. I said that’s what I want you to understand that it’s not not getting along. We are having a difference of opinion but when I walk out of the room I still love him. We talked about that yesterday, and it’s very true, we are like family. You love each other, but you have these disagreements and you’re not always going to get along on every subject. But at the end of the day you still love each other and respect each other. That’s not the way she deals with her relationships and that was foreign to her and she maybe felt I was being disrespectful. I don’t know. We didn’t go there.</i>	5
<i>We did have a significant breakthrough meeting - in this room in fact. All of us agreed that that was a turning point. Everybody became comfortable with the honesty and was willing to be more vulnerable and put their voices out there.</i>	5

Theme 3: Working agreements and participation (6/6) continued	
Comment	Team member
<i>I think people are starting to see that type of discussion is a healthy discourse, and a healthy part of the team to. Instead of people walking away, with this team I don't think it happened a lot but it certainly did happen where people would walk away from a meeting and feel that they didn't express it so they couldn't have been heard but maybe felt resentful... I didn't want it to go that way - and now there is more likelihood that that won't happen. People will express when they have an opinion that is incongruent with everyone else's. Even if it is one person. Everyone's voice is stronger.</i>	5
<i>That meeting was one of those that we pulled that out together. We did that integration piece and the process piece where we went around and asked everyone how they felt and why they were in the space that they were at and how they felt about the process itself. Everyone walked out feeling great. For me, that was the most important breakthrough for the whole project.</i>	5
<i>I think what we did is I think at one of our next meetings we set up some protocols in the group. We said you know what we need are some protocols for the meetings. That's when everyone had a role, we made sure everyone had equal voice. . . that really helped. [One member] readily says she's quiet because she takes time to process stuff. There was a learning there where if we say "Oh [team member] – what's your thoughts", she's not ready yet. There was a lot of learning... and forced us to think about how are we going to structure and work these meetings to be successful.</i>	6
<i>I think that [one member] and I realized that it was very inappropriate and – certainly for me in my mind – and as our coaching went further – this came in to it that [that member] realizes and I realized that we tend to really dominate conversations. That's the way we are and we both have to make a move to not do that.</i>	6
<i>We did a debrief with Catherine after our meeting and I think that came out of a debriefing. Whether it was her or us I'm not sure, or a combination of both, we decided it wasn't productive for that meeting. It was kind of fortunate, because the whole point was is that if we're going to work as a team – [the other member] and I weren't mad at each other or anything – but that's not how a team functions. Or it's not how a team should function.</i>	6
<i>I think certain things, that meeting was a moment for us to really reflect on we don't want it to be like that and then the meeting where we opened up ourselves a little bit more helped in that relationship thing which I think is so important.</i>	6

Theme 3: Working agreements and participation (6/6) continued	
Comment	Team member
<i>Having the [working agreement] document in front of us reminded all of us that if certain decisions can't be reached by the team, then we would go to [the team leader] but most of the time after that, we were pretty much more vocal about our stand on some of the things that we talked about.</i>	6
<i>It was when we realized that we totally went down the wrong road. It was so inappropriate to where we'd gotten to in that. It just came to some disagreements. It was just disagreements about aspects of the project and we were getting quite vocal – not yelling – but everyone said after that they were uncomfortable.</i>	6

1. What were the participant's significant meaningful experiences or turning points during the team coaching?	
Theme 4: Team member participation (6/6)	
Comment	Team member
<i>... because they were trying to collaborate and it came up to a point where it was like, well why isn't this working and they were starting to clash with certain things. Not negatively – just like this isn't happening. So what I do best in these situations is separate for the moment to try to analytically think about what is actually happening to try to present a new idea or twist – so I can understand and contribute to the team piece. Their thought process went into my own – in my opinion they were thinking about it all wrong.</i>	1
<i>They were appreciative and happy that I actually could contribute in that manner. I'm certain that I had done similar things at the time but nothing that created the impact it had on their project. In that moment I used a "we" instead of an "I". That got their attention... I just knew for me in that case it would strategically make everyone pay attention. It was to my own benefit to try and figure out if I truly do believe and feel that I belong to something. It's a nice feeling to be part of something.</i>	1
<i>I got to be myself – to go away and come back again which is to say maybe you should try this.</i>	1
<i>I guess one of the turnaround times in a meeting from what [one member] felt was when I presented a twist on one of the projects mentally that I don't think anyone else had thought of.</i>	1
<i>And all of a sudden, I remember someone saying, where do you think you want this? He just said something and a light just went on – you're right! He then took the team and turned us around and said, what about doing it this way? For him that was kind of an ah-ha moment too. Irrespective to say you have a particular specialty, you have a gift. He would turn it on its head and have us look at it.</i>	2
<i>There's a meeting that, unfortunately, I wasn't part of. It seems that there was quite a significant turning point at that meeting where [this member] made a suggestion on how to – I think it was a process suggestion – and everybody just seemed to really get on board. I definitely got some of the residual of that but I was on vacation or something and I wasn't at that meeting.</i>	3
<i>He took over; it was a good thing. Because when he took over the conversation, he had something for us already. I think that his mind took over everything and his analytical mind put it together and we had something concrete. It was just lovely.</i>	4

Theme 4: Team member participation (6/6) continued	
Comment	Team member
<i>He was able to put the conversation into a framework. It's like, there are so many thoughts and ideas that came from the conversation but it was hard for us to put some order. It's almost like he placed order in a chaotic environment.</i>	4
<i>After he took over and he presented how we can actually work on the project better, I think it was easier for us. We finally had a framework and here's how we're going to do it. So, it was easier.</i>	4
<i>There was a turning point in the project at a meeting we had in here, it made a difference. Part of it is [this one member]. [He] is fairly new to the team... I think he felt quite intimidated about joining this team and being a leader in general and not confident in his own abilities and certainly not confident to express – because he did disagree quite a bit – not necessarily disagree but didn't understand why we would go a certain path and wasn't asking those questions and stuff... That was the meeting that he said "we" and all of a sudden he was a part of the team in a real way.</i>	5
<i>All of a sudden everyone said, "yeah, that's going to work – that's going to work way better than this way." I think a combination of things: he was able to say it, that he had the confidence to do it and he knew we were pushing this way and he was that way. I mean he always felt like that – like he was here and the group was over there. Then he started saying we. He felt confident because we all agreed with it. We probably felt more confidence in him too.</i>	5
<i>Part of it was that he was always quiet. We always had to prompt him to say "what do you think?" and he would often say, "you guys don't want to know what I think because I don't agree" So I think that was a part of it-- that he finally found that freedom and confidence to do it. I just felt that people accepted him for who he is and recognized that he had those skills outside of the technical realm.</i>	5
<i>This other answer he gave, was not a technical answer. It really evened the playing field. That's what I got out of that. I came out of that feeling that everyone was equally respected and recognized that they had something to contribute outside of their own field of expertise.</i>	5
<i>And the whole group was like "ahhh, that's the answer, that's so cool". We were so proud and really reinforced that we need to see more of that. You are a brilliant man for this but you know what, you need to think about this and that and apply your brilliant analytical skills to those types of things too. So that was one.</i>	6

2b. What improvements do the participants subjectively feel they made in (a) the business as a result of the team coaching and (b) their effectiveness as a team as a result of the team coaching?	
Theme 1: Personal learning and change (6/6) continued	
Comment	Team member
<i>That's why I went and got my own coach. The coaching piece that we were doing here made me feel comfortable enough to try getting a personal one.</i>	1
<i>What I notice for myself, personally, was that sort of reaching out and I didn't tend to do that much before. I would be connected with folks on more of a personal perspective but not necessarily on my projects...[Now] it is more of that purposeful reaching out that I've noticed is different for me. The other thing is weighing in, but of course we are all sort of on to it now, even if I haven't weighed in, someone is going to ask me pretty soon. It was something that originally felt uncomfortable for me. Now it's like I'm totally supportive of that – I was processing.</i>	2
<i>It was kind of nice having both individual awareness and then awareness of us as a team and how we can kind of play with that dynamic a little bit.</i>	3
<i>If we didn't have Catherine as a team coach, I probably would have continued to wait and see how my role in the team would play out. I think it's – for me – that's a big realization that I am more passive in that way. But with the team coaching and the day with Catherine, I felt that this was an opportunity for the team to interact differently with each other, especially in meetings.</i>	3
<i>The sessions we had with Catherine provided a lot of opportunity for us to get to know each member on the team. Not just work but how and what we are as a person.</i>	4
<i>What was most valuable about the team coaching process for me was that it allowed us to get to know each other on a deeper level and be able to communicate more honestly and openly and address issues quicker, understand our individual work styles better, improve and add to our team processes, and re-examine our team structure.</i>	5
<i>Catherine's presence was a stabilizing force throughout as we navigated these changes outside of our individual comfort zones.</i>	5
<i>It takes so much energy to be different people or different parts of you.</i>	5

Theme 1: Personal learning and change (6/6) continued	
Comment	Team member
<p><i>Going through the DISC... I came to a realization that, I'll give you an example, [This one member is someone that] I've always pushed to be more detail oriented and give me paper. So what I learned through this, which is big for me, is that I've stepped back from that and I've thought that [This member] is not going to change. [She is who she is]. I've been working with her for six years now and she's not going to change. So what I need to do is – and her and I have talked about this – is I need to quit focusing on making her more detail and process oriented to realize that to support her for success she needs the team underneath her to have that.</i></p>	6

2b. What improvements do the participants subjectively feel they made in (a) the business as a result of the team coaching and (b) their effectiveness as a team as a result of the team coaching?	
Theme 2: Participation and rich dialogue (6/6)	
Comment	Team member
<i>... you talk about, "hey I notice you haven't talked in a while. Do you have something you'd like to say," so people would feel that they were heard.</i>	1
<i>... we are all weighing in...now we observe this working towards an end goal but with more observance.</i>	2
<i>... getting to know the other individuals on the team better and having an open dialogue about the dynamic on the team and what people are bringing to it.</i>	3
<i>... those who tend to be a little more quiet-- I think the team coaching really helped to have their voices fully become an equal part of our team. Even the members who, perhaps, had been around a little bit longer – a couple of those vocal members experimented with stepping back a bit and allowing a bit more time and more space for the perhaps less vocal members, whether they were very new members or existing members.</i>	3
<i>More awareness of how people were contributing or not so there is a more conscious effort to involve everybody.</i>	4
<i>I was more conscious of contributing to the conversation. Before I just listened and observed until I thought of what I wanted to say. But now when I have a question in my mind, I just say it. I don't hold back. Before I used to hold back.</i>	4
<i>... to have a really rich dialogue within the team, those roles need to be attended to and that happens very naturally now.</i>	5
<i>This other answer he gave, was not a technical answer. It really evened the playing field. That's what I got out of that. I came out of that feeling that everyone was equally respected and recognized that they had something to contribute outside of their own field of expertise.</i>	5
<i>It's all been healthy discourse and healthy discussion.</i>	5
<i>Our last few meetings, we only meet once a month, the last few have just been phenomenal. We come to consensus, we hear everyone at the table.</i>	6
<i>I think we started out doing that very intentionally and almost forcing different people to take on different roles and now it's happening naturally.</i>	3

2b. What improvements do the participants subjectively feel they made in (a) the business as a result of the team coaching; and (b) their effectiveness as a team as a result of the team coaching?	
Theme 3: Authentic relationships (6/6)	
Comment	Team Member
<i>It's the I/we thing and feeling of being more a part of something. Not always having to do it on my own.</i>	1
<i>It's been positive. The benefits you get from reaching out and trusting other people and having patience with them.</i>	1
<i>But here they seem to have been a good group. Different from others. They manage to open up on a personal level that I think is the whole coaching part of it. It was something that wasn't there before. Everyone would be a bit more personable. Which made it more of a "we" feeling. You belonged to something – which is nice.</i>	1
<i>We've booked some trust and we know that what is said, stays in the room, that kind of stuff.</i>	2
<i>More conversations around the process of being a team were really helpful, for me, made me more confident and comfortable with my co-team members... there is a trust that has been built over the course of the last year. I know that my team members respect me and respect my point of view...I'm more willing to take risks within my team.</i>	3
<i>That there is genuine affection and friendship. That was there in pieces and parcels before but everybody is in that circle now in some way or form.</i>	3
<i>But I felt I could really talk and ask without censoring. I felt that I could trust them.</i>	4
<i>I think that there is enough pressure that we go through as senior managers but I think it helps to alleviate pressures that can come from truly understanding the rest of the senior team. I highly recommend team coaching. Especially for senior teams.</i>	4
<i>[We] communicate more honestly and openly and address issues quicker... It evolved...All of us agreed that that was a turning point. Everybody became comfortable with the honesty and was willing to be more vulnerable and put their voices out there.</i>	5
<i>I think we are more authentic and that's where people are feeling much more comfortable to be who they really are and learning to express that in a number of different ways.</i>	5
<i>One of the biggest changes, even though we had a very collegial relationship, we got to know each other a better. We understand each other on a deeper level. Motivations, where we come from, that type of thing.</i>	5

Theme 3: Authentic relationships (6/6) continued

Comment

**Team
Member**

I wanted to give them some background around why I do the things that I do or say. I really opened up about some things...and I said "well I do this and this is this because of this and this and this" and it kind of wowed them and they really appreciated my honesty and then they sort of followed suit and we really delved in deeper.

6

2. What improvements do the participants subjectively feel they made in (a) the business as a result of the team coaching; and (b) their effectiveness as a team as a result of the team coaching?	
Theme 4: Impact outside of the team (6/6)	
Comment	Team member
<i>Everyone, all their team would be pulled in as resources for specific solutions. So that's massive. Versus when we first started, we would come up with the ideas and X would approve them.</i>	1
<i>Being able to use technology and doing lots of check in-- how's it going, how're you feeling, what's working that type of thing. I'm going to get together and have my meetings with them separately but also have the group together so that they integrate as well. To kind of cascade in that approach.</i>	2
<i>The team leader has a lot of influence in our executive our senior management team for our division – at that place there is more in the way of integration happening – it's got its tentacles. That is great to see too. Invariably you'll have certain financial folks do the financial thing, and the human resources folks do that kind of stuff and now instead you are starting to see that overlaying.</i>	2
<i>One of the goals for us as a team was to promote integration and I see that with the projects that are coming out now. Because there is more integration at that senior team level it is starting to trickle down. We had an all team meeting yesterday where we highlighted all of the excellent work that is being done and almost all of it is from most of the different areas of the branch working together to do this work...I think having that relationship and bond at the senior team level really helps to promote that integration with other members of the larger team... Of course once they get it, then their team members get it.</i>	3
<i>That's not to say that we've arrived but we need to continue to attend to integration and I think having that relationship and bond at the senior team level really helps to promote that integration with other members of the larger team.</i>	3
<i>I think we were made aware that everyone in the bigger team, aside from the senior team, are actually learning from us also. Because they are all high flyers and eventually what they've seen in the way that we've led them or cared for them or developed them, it's something that they can take with them.</i>	4
<i>Because I think before the team coaching came about, my peers were already high performing and their teams were high performing also. So I think the team coaching was not such an impact on the business. It was about raising an awareness of each member of the senior team about their leadership and their legacy.</i>	4

Theme 4: Impact outside of the team (6/6) continued	
Comment	Team member
<i>What I'm going to take from my experience with the team coaching is try to improve the collaboration and deepen the relationships I have with folks outside of our team in the same way. Take some of the things that we've learned from it and try to apply it to the major stakeholders that I deal with on a quite frequent basis where you might be able to develop that kind of relationship.</i>	5
<i>You know, we're one big team and product. One of our staff created a tremendous product...and he did a phenomenal job and we showcased everybody.</i>	6

2. What improvements do the participants subjectively feel they made in (a) the business as a result of the team coaching; and (b) their effectiveness as a team as a result of the team coaching?	
Theme 5: Collaborative business products (5/6)	
Comment	Team member
<i>There are actual projects that have been created that have been really successful that have pulled in everybody.</i>	1
<i>We are integrated in the sense that we have leadership team and we were ensuring that we were the best we could be for our staff and that we were a collective.</i>	2
<i>... got a phenomenal product.</i>	2
<i>By and large we are more solid that we are integrated... So we just continue to grow then.</i>	2
<i>Catherine was a phenomenal team coach, and without her our team would not have reached the higher heights we achieved.</i>	2
<i>But ultimately when you get to the end and you get a finished product that is so far superior to anything that has come out of this branch previously, it's worth butting heads and I think people can see the results... I think the team coaching has absolutely been part of that process.</i>	3
<i>Whenever we have our regular senior manager meetings, we draw on our learning at all those meetings. The four of us purposely practice what we learned on the team coaching while working on our project. We are not working in our speciality areas - we all took turns on facilitation, we all took turns on - and now we find that when we have our meetings that continued approach on "what are you thinking?" It's not people talking about their piece throughout it now, in everything that we do, we use what we learn. That is how it will continue to evolve us to a productive team. Not just on a particular project.</i>	3
<i>I suppose we are a pretty high functioning team regardless, so like to take it up to the next level, I suppose was one of the team expectations. I think we delivered on that.</i>	3
<i>So just talking about things that are happening within our line of business that the other people might not be familiar with or working with and be able to help each other resolve some of the issue.</i>	5
<i>I think what the coaching project has done is to solidify and strengthen our team.</i>	5
<i>I have not seen a better branch. But somehow, I feel like it's almost perfect.</i>	5

Theme 5: Collaborative business products (5/6) continued	
Comment	Team member
<i>We get a better product. We get it on time and we are able to make more adjustments.</i>	6
<i>I see so much progress in the project work.</i>	6
<i>We did was we went over all of the projects that we're doing for the year and I notice a huge difference... This year was the first year that I didn't hear or see that little bit more of a siloed thing – these are our projects or whatever. Good example, in previous years, [this member] would always be saying you should put that in my column because we'll be involved and other people would be saying that too...There was not this sort of "this is going to impact me and that is going to impact me." They saw it and understood it but it used to be more in a negative way. Now they look at the whole picture. I said this is the first meeting that I've had on this project list that I truly believe you looked at this as one. That's the grow thing. Would there be a piece in the coaching the last year that I'd say oh well that's what turned them? I think they are just thinking differently. They are thinking more as one.</i>	6
<i>We loved Catherine she was absolutely wonderful and it was interesting because we all were thinking in the beginning that we are a high-functioning team and we are producing but she was able, through this process, to take us to another level.</i>	6

2b. What improvements do the participants subjectively feel they made in (a) the business as a result of the team coaching; and (b) their effectiveness as a team as a result of the team coaching?	
Theme 5: Peer coaching (4/6)	
Comment	Team member
<i>It really cemented our working relationship to the point where we just seek out one another much more regularly.</i>	2
<i>But there is a lot more interconnectedness in the individual team members, even the ones that don't have to work together were still working together, or you know, were checking in on each other when they were needing support or "hey what do you think about this?" I feel a lot more of that interaction happening.</i>	3
<i>Our relationship was kind of the thing that tied us all together, now I think we actually are tied together regardless even if [team leader] wasn't there</i>	3
<i>We want to continue to coach each other, so we want to continue having meetings when the project is done where we continue to have the same kinds of discussions.</i>	5
<i>We are a caring team and reach out to people and support each other a lot. Whether we were talking about how we truly felt, I don't think we were there before the coaching and I think we are more likely to do it. I don't think it's going to happen 100 percent of the time, I don't think it would on any team but I think people are more likely to say (1) I disagree or have concerns or have a question about that and (2) this is how I feel.</i>	5
<i>We said that after this is done – with Catherine and the tool that we are building for the project that brought us into this – after that is completed, we don't want to lose it, we want to continue to have meetings where we are coaching each other--So just talking about things that are happening within our line of business that the other people might not be familiar with, or working with and be able to help each other resolve some of the issues and coach each other into helping them find solutions to things that they are facing.</i>	5

Theme 5: Peer coaching (4/6) continued	
Comment	Team member
<i>Now we both make an effort to check in with each other during the week and just say "Hi, how are you, how are things going?" We'll actually sit down in each other's office and have a little visit and that never happened before. I think we go to each other more, not coach for coaching in the formal sense... but definitely I think the other team members would see that as coaching each other – we did that before but not to the extent we do. [This one member] and I have way more conversations than we did. I the conversations I had with [this other member]... are much more open and honest... We've been able to communicate on a deeper level than we would have if we hadn't done this project. [With one other member], our relationship has changed quite a bit.</i>	5
<i>They've developed these peer relationships, if you will, where they are more inclined to go talk to the other person and say "I'm having this issue". it's just through the relationship-building. That is the biggest thing. The five of them have built relationships with each other. That has moved us forward.</i>	6

3. Which elements did the participants feel were most valuable and least valuable to them in our leadership team coaching process?	
Theme 2: Coach's manner and actions (5/6)	
Comment	Team member
<i>It was valuable when you would prompted us. You created an opportunity for the entire team to be open with one another. You did this in a number of specific scenarios and when while [the one member] and [the team leader] would run the sessions, and others had roles, you got us to take a forced break during a meeting... I don't mean forced...but clear... and stopped the talk... We would check in. You asked about how we thought the meeting was going...the team huddle. We kept doing that after. That was good.</i>	1
<i>Catherine was a phenomenal team coach, and without her, our team would not have reached the higher heights we achieved.</i>	2
<i>Having Catherine there saying you might want to consider this. We would take that piece in there. It was that just in time coaching after our meeting.</i>	2
<i>I think that in my estimation, it was a critical success factor is that Catherine meshed really well with us. I think we really trusted her through the process because of that.</i>	3
<i>I think those were the two unknowns, our relationship was kind of the thing that tied us all together, now I think we actually are tied together regardless even if [the team leader] wasn't there. I think we would still function as a senior team and there wouldn't be a lot of stretching in doing so. Also the fact that Catherine was – I have so much respect for her. I think everyone on the team feels the same way.</i>	3
<i>Catherine's presence was a stabilizing force throughout as we navigated these changes outside of our individual comfort zones. I believe the process also deepened our commitment to each other's and the team's success as a result.</i>	5
<i>I'm thinking back to the meetings that Catherine was actually a part of. When she came in, she was like a guidepost. She was helping up stay on the path. But not in a directive way. She would talk to us about what happened and then get from that pull out where we thought we might of strayed from the path and how we could get back on.</i>	5

Theme 2: Coach's manner and actions (5/6)	
Comment	Team member
<i>Yes. So she was prompting with her questions to make us look at that – at our request – so that we would pay more attention to it and focus on it and then we started to integrate it into the actual project team meeting. We would do the check in – she had given us some things that we should be looking at. If this is what you want to accomplish here are some things you might want to do.</i>	5
<i>What was most valuable about the team coaching process for me was... being able to communicate more honestly and openly and address issues quicker.</i>	5
<i>Another valuable thing you brought was a passion for us and our team. You truly wanted us to become stronger. I personally sense that every time we met. You cared. You really liked us.</i>	6
<i>The style in which Catherine communicated fit. Her style of communicating got us to communicate which was perfect. It was very, you know, she went to the source. She asked coaching questions and helped us have meaningful conversations. She always drew us out into conversation rather than directed us. She helped it come from us.</i>	6

3. Which elements did the participants feel were most valuable and least valuable to them in our leadership team coaching process?	
Theme 3: Coaching skills and components (5/6)	
Comment	Team member
<i>The most valuable part of the team coaching process for me was... and as well I quite enjoyed our last day wrap up wherein Catherine led an exercise where we had to create a piece of LIVE ART that portrayed our team.</i>	2
<i>That was really interesting we did some fun game kinds of things, so far as we came up with a song, yesterday we came up with a movie about who we are type of thing and a commitment to what we are going to focus on for ourselves as well as for the team. I quite enjoyed yesterday cause it was so fresh. Kind of a sculpting exercise about how we were as a team and then having each one of us observe and how we sort of demonstrated how we saw ourselves. It was a visual and I'm a visual person so that was kind of nothing we had done before so it was pretty special.</i>	2
<i>The appreciating component started in the new year. You know we've done a whole lot of good stuff, like checking in to see where we are at. It was at an off-site meeting we had. We were able to see the fruits of our labour.</i>	2
<i>The coaching aspects both Catherine demonstrated, how to have a coaching conversation, then we actually did peer coaching as well – which is a lot more difficult than we'd each expect. I think the coaching conversations absolutely – both the ones that she demonstrated and the ones we did with our team members. That really stuck with me because it's great to just be able to open the doors and it doesn't have to be work related and really getting into listening intently to someone on the team. I still carry that conversation with me.</i>	3
<i>Right at the outset having the team diagnostic definitely having something objective-- an objective analysis of individuals and how we are as a team. I think that piece was referenced throughout the entire team coaching experience. Not just by Catherine – we really owned that piece. I would call it a key to success. It helped us perhaps, being able to move forward. You realize we do it like this, not like that. It helped provide a little more substance to how we are individually and how we are as a team. That in my mind was very key.</i>	3

Theme 3: Coaching skills and components (5/6) continued	
Comment	Team member
<i>I think the team coaching really helped to have their voices fully become an equal part of our team. Even the members who, perhaps, had been around a little bit longer – a couple of those vocal members experimented with stepping back a bit and allowing a bit more time and more space for the perhaps less vocal members, whether they very new members or existing members.</i>	3
<i>I think the process of embedding what we wanted to achieve or how we wanted to be into our team meetings was both critical and eye-opening. We had to actively practice the things we said we wanted, which exposed us to 'walking the talk.' It was a great learning experience for everyone in the team, and the changes have taken hold in how we are together. We would bring that out in the following meetings and I think that was helpful just to have that in front of us.</i>	3
<i>The most valuable parts in the team coaching process were ... the activities she had for us... and the positivity skills - savouring the moment, mindfulness, visioning, valuing.</i>	4
<i>A little bit more conversations around the process of being as a team were really helpful, for me, made me more confident and comfortable with my co-team members.</i>	4
<i>It was having a team charter. It was mostly about how decisions are made, etc. We would bring that out in the following meetings and I think that was helpful just to have that in front of us.</i>	4
<i>This is a great tool we are working on, good benefit, good value to the ministry, our branch...</i>	5
<i>What was most valuable about the team coaching process for me was that it allowed us to get to know each other on a deeper level and be able to communicate more honestly and openly and address issues quicker, understand our individual work styles better, improve and add to our team processes, and re-examine our team structure. Catherine's presence was a stabilizing force throughout as we navigated these changes outside of our individual comfort zones. I believe the process also deepened our commitment to each other's and the team's success as a result.</i>	5
<i>Yesterday afternoon, we did the team sculpting, and it was really interesting.</i>	6

3. Which elements did the participants feel were most valuable and least valuable to them in our leadership team coaching process?	
Theme 4: Team leader modelling 5/6	
Comment	Team member
<i>We were doing the piece about creating a movie about doing this whole project and ...the [team leader's shared his candid] point of view. That was quite a stretch, I think, for him to say that in front of everyone else...To say something like that was like "wow, well done!"</i>	1
<i>I'm learning from people that are considered to be good leaders and well respected. I think [the team leader] is a good leader and he is well respected.</i>	1
<i>I noticed that he would purposely make an effort to keep quiet. Because he had things that he wanted to say.</i>	1
<i>For [the team leader] that didn't rate a 10 and it bothered him. We just didn't know how he worries.</i>	2
<i>The most valuable part of the team coaching process for me was: unpacking our collective results from the DISC, and as well I quite enjoyed our last day wrap up wherein Catherine lead an exercise where we had to create a piece of LIVE ART that portrayed our team.</i>	2
<i>We try to emphasize when we were in the room and [team leader] would say that I'm not the leader here, I'm a colleague, in this sense... and in the end you can't really take that away, because once you step out of the room, you got back to the formal hierarchy.</i>	5
<i>I think it was in a meeting before that I'd [team leader] said to him - he always jumps to do all the technical stuff for us...and I said "[team member] you need to stop doing that because you are a valued member of this team and you are not just here to make sure that everything is working.</i>	6
<i>I'm going to tell them a bit more about what drives me for some of these areas and for them to understand a bit better.</i>	6
<i>DISC helps me relate to what people are looking for and what they need and not that I would change my approach. It just helps me do it better [as the leader].</i>	6

3. Which elements did the participants feel were most valuable and least valuable to them in our leadership team coaching process?	
Theme 5: Style assessment (5/6)	
Comment	Team member
<i>When we did the DISC, we sort of appreciated we kind of come at it a little bit different; we knew what our colour were.</i>	2
<i>Myers-Briggs is widely used in government that there are stereotypes around – oh you're an EFSJ – so you're this way – and the DISC was a fresh way to looking at our team as opposed to just redoing a profile, redoing a tool that had been used previously. It's easy to say yeah, oh well not to be open or to be really observant what the tool would say because you've seen it all before. I think having that different tool was useful. I liked the way the disc showed how people are naturally and where they adjust to – was actually very telling.</i>	3
<i>It was helpful. Instead of, you know how you observe others and in the back of your mind, there's this question about where she is this coming from. With the knowledge of the DISC, it tells me to be accepting.</i>	4
<i>The DISC was a breakthrough.</i>	4
<i>The most valuable in the team coaching process were the days spent together with Catherine, the activities she had for us, and the knowledge she shared such as the DISC...</i>	4
<i>Like in the DISC, [The team leader] made colours for us about where we are in the DISC.</i>	4
<i>What was most valuable about the team coaching process for me was that it allowed us to get to know each other on a deeper level and be able to communicate more honestly and openly and address issues quicker, understand our individual work styles better, improve and add to our team processes, and re-examine our team structure. Catherine's presence was a stabilizing force throughout as we navigated these changes outside of our individual comfort zones. I believe the process also deepened our commitment to each other's and the team's success as a result.</i>	5
<i>We had a meeting about three months ago we got together, we were talking about. Catherine was there, she was leading and we really opened up. Each of us. I think we were talking about our discs and where they came from and really, truly opened up about the type of people we are and how that relates to our profile. Very insightful and brought us all closer together – again that whole relationship thing.</i>	5

Theme 5: Style assessment (5/6) continued	
Comment	Team member
<i>Because we've been more honest with each other those differences have come more to light...I know with him and he knows with me is that we respect each other.</i>	5
<i>Going through the DISC, we've done these types of things before, I came to a realization that-- I'll give you an example, [This member]. I've always pushed her to be more detail oriented and give me paper – so what I learned through this, which is big for me, is that I've stepped back from that...It was big learning for me.</i>	6

3. Which elements did the participants feel were most valuable and least valuable to them in our leadership team coaching process?	
Theme 6: Offsite days (4/6)	
Comment	Team member
<i>Would be interesting to do more sessions outside of the office, the dedicated full days, went really well, Had a different space. Turn your technology off.</i>	1
<i>Definitely the two day session with the team members and Catherine--It wasn't really a coaching session, it was really a way of creating a foundation for all of the team coaching to sit upon... So having that intensive two days with my team, got me into some meaty stuff around who those people are. I had very frank and open conversations with a couple of team members – we're of different intersects – so I don't have much of an opportunity to develop those relationships. So, for me I think having that basic course of intensive two days' time together was really a great way of kicking off.</i>	2
<i>The two days were absolutely fundamental. It developed the foundation upon which everything else was built.</i>	3
<i>The most valuable parts in the team coaching process were the days spent together with Catherine, the activities she had for us, and the knowledge she shared...</i>	4

3. Which elements did the participants feel were most valuable and least valuable to them in our leadership team coaching process?	
Theme: Check ins (3/6)	
Comment	Team member
<i>There were stand ups and check ins so during the meetings, at the start, you would do your stand up – you would talk about what you are working on and how you are doing and in your personal life maybe something happened on the weekend or in your morning, why you are happy, why you are sad, so everyone can understand where you are coming from.</i>	1
<i>At the check in's during the meetings basically there were certain points that people were being quiet. [One team member] usually had that responsibility. [She would] talk about, "hey I notice you have talked in a while, do you have something you'd like to say," so people would feel that they were heard.</i>	1
<i>The appreciating component started in the new year, you know we've done a whole lot of good stuff--check in to see where we are at. It was an off-site meeting we had. We were able to see the fruits of our labour.</i>	2
<i>It's about checking in with one another, what working what's not, we kept that in our agenda. You got an hour and a half to get this through but we always made sure we checked in on how folks were doing and what we struggled with and what the learning was.</i>	2
<i>We'd been so driving for the results of finishing the project that we kind of stopped checking in with each other and paying attention to the dynamic of how we work together... and that during the course of this meeting where I was not there, they had a bit of a wake-up call, if you will, and realized that we all collectively need to pay more attention. The real goal of the team coaching is not creating this [product] for our branch, the real end goal is to have a better way of working together. We were all debriefing with Catherine shortly thereafter and that's where I found out about it.</i>	5
<i>Yes. So she was prompting with her questions to make us look at that – at our request – so that we would pay more attention to it and focus on it and then we started to integrate it into the actual project team meeting. We would do the check in – she had given us some things that we should be looking at. If this is what you want to accomplish here are some things you might want to do.</i>	5

3. Which elements did the participants feel were most valuable and least valuable to them in our leadership team coaching process?	
Theme: Check ins (3/6)	
Comment	Team member
<i>The check in, we started that. "We're tired, how are you doing, what's on your plate, what are you facing." It could be personal or professional and that was opening the door to that insight into who you are as a person as well as a leader. Getting to the real you.</i>	5
<i>There was a wrap up at the end, again, so how do you think it went, everybody was what went well, what didn't want could we do better. We paid more attention to process by assigning those roles and making sure that we were doing the check in's and so people would start the meetings with "where is everybody at?"</i>	5

3. Which elements did the participants feel were most valuable and least valuable to them in our leadership team coaching process?	
Theme 7: Just in time coaching (3/6)	
Comment	Team member
<i>We've ended up having Catherine right at the end of our meetings, we then had the ability to then do a catch up what went wrong what didn't what was tricky. Having Catherine there saying you might want to consider this. We would take that piece in there. It was that just in time coaching... so when we saw Catherine after it was like OK. It is just in time kind of feedback. Perfect.</i>	2
<i>We said we wanted to meet with Catherine after we had a project team meeting so that we would talk about that meeting. Because we weren't doing it in the meeting. So the after meeting with Catherine was to focus on that second part of the goal of the project which was that integration piece.</i>	5
<i>We changed our meeting time to be from 8:00 till 10:00 or 9:30 in the morning because we were more focused when we came in. Everybody was busy with their own schedule and if you started a meeting at 11:00 or something you already had 14 things on your plate and 14 more for after you weren't focused. So that helped to change the structure of our meetings and also the timing of it as well to try and get us more focused on the goal of the project.</i>	5
<i>Catherine really helped us when we were working on the project. During the project-- the way that she continually got us back on track. Those meetings that we had after we met on our project, we got together and it was so valuable. We would all come out of own project meetings... it was good but we weren't getting anywhere. When the coaching session was 2 weeks later you forget. Then we moved the sessions to right after our meetings. We quickly reflected on what had transpired--so valuable.</i>	6

3. Which elements did the participants feel were most valuable and least valuable to them in our leadership team coaching process?	
Theme 8: Thoughts about the future (3/6)	
Comment	Team member
<i>Oh yeah, it's been positive. The benefits you get from reaching out and trusting other people and having patience with them. Learning from them and taking what you can but also reinforcing the fact that it doesn't last, which is something that I've experienced in my personal life for years. It's enjoy it while you can, get what you can out of it and be grateful and respectful of everyone but keep in mind that it's going to have an end date.</i>	1
<i>It's this whole feeling of OK now that everyone has had this process, everyone is just going to disperse within the next year.</i>	1
<i>So there will be a change in that senior management team within the next year or so ... That is healthy. That was the saving grace in the sense that we had a stable group to get us from one to the other. Whoever comes in next won't have had the benefit of all this ... we've talked about some heartfelt things that typically wouldn't come up. We let people into who we are as people. We are more than just the people we are at work and you might get that with one or two colleagues, but not all at the same time. It has been a gift.</i>	2
<i>You know, I love this team and I love this branch so much. I have not seen a better branch. But somehow, I feel like it's almost perfect. Where do I – what do I do next – where am I needed?</i>	4

3. Which elements did the participants feel were most valuable and least valuable to them in our leadership team coaching process?	
Theme 8: No consistent least valuable theme (6/6)	
Comment	Team member
<i>Early starts...8 am ! It took awhile to get going. Maybe it was the time of year. Everyone was so busy. It was hard to get minds focused off of work, get into the here and now, and not be in the future and past. It's what I am working on too.</i>	1
<i>All activities were valuable, but if I had to identify one that was the least valuable for me from a growth perspective was taking a project and putting what we learned about each other into action. That said it did anchor / cement our learnings.</i>	2
<i>I didn't like writing the song during the two-day event. It felt a bit goofy. I appreciate that many of these team building exercises can come off as a bit goofy at the start but then there's an 'aha' at the end. That one, there was no aha, it was just goofy.</i>	3
<i>There's none that was least valuable.</i>	4
<i>Being a pragmatic, results-focused individual, I probably didn't get as much value from the ritual/symbolic activities like developing a theme song or the tower activity, as others may have.</i>	5
<i>Nothing was least valuable</i>	6

Individual Comments and Observations	
Comment	Team member
<i>I don't know if there is a feeling of unity because there isn't in this organization. There isn't one at all. There is a feeling of being siloed. So no matter what you do and how much you try everyone wants to be siloed here... Maybe it's me thinking this organization isn't as far forward as they could be.</i>	1
<i>All activities were valuable, but if I had to identify one that was the least valuable for me from a growth perspective was taking a project and putting what we learned about each other into action. That said it did anchor/cement our learnings.</i>	2
<i>We were a top team work unit before we did team coaching and we got in the game so that is the good news... What happens if when you are on top and we keep thinking of pushing that envelope because it becomes the baseline though...you can never rest on your laurels – and we never do –it's like this is how it is and now what are we going to do? We continue to sort of push ourselves.</i>	2
<i>Let me preface that there were elements of us that had been around for a bit as a team, we had some brand new folks that just came in so that was the good part in the sense that we were evolving and getting to know one other a little bit better - so it was really timing. [Some of us] had worked together for a number of years. [Other members] for all intents and purposes, were fairly new to that leadership role within our branch. So it was perfect timing.</i>	2
<i>[The team leader] may have had a really good understanding of each of what we were doing because he had bi-weekly meetings with each of us. From a group perspective we didn't have quite the same inside view, short of just having social engagements where we would get to that part of it.</i>	2
<i>I really question whether we would have gotten to a breakthrough point if the process had only been six months long and we knew that something would obviously change with different teams I really do feel that we – it's not like night and day, we were terrible before and now we're great – I wouldn't want to suggest that, we were pretty good before but this process has actually taken us up that notch and a lot of it has been around building more of the personal relationships of the senior team which has cascaded into the professional dynamic as well.</i>	3

Individual Comments and Observations	
Comment	Team member
<i>I think that there is enough pressure that we go through as senior managers but I think it helps to alleviate pressures that can come from truly understanding the rest of the senior team. I highly recommend team coaching. Especially for senior teams.</i>	4
<i>I think the one thing would be I think the project I think was too big. It's going to go on for months. I would have liked to have seen us take on something more sustainable. But we could have more quickly produced product – but maybe we will. We talked yesterday, “no no, we’ be done it in May.” I would have liked to have seen us pick something a bit more manageable or not as big so we could have seen a product.</i>	6

Appendix K: Key Themes and Representative Quotes for Jacqueline's team

1. What were the participant's significant meaningful experiences or turning points during the team coaching?	
Theme 1: Structural changes (6/6)	
Comment	Team member
<i>It was a tough morning because the week before I had announced changes I was making to the organizational structure. I was changing leaders around... clarity of roles was being given to everybody, which was appreciated, but there were strong emotions by most of the people around the table.</i>	1J
<i>...the standing leader obviously who put the organizational structure in place – that's big. There wouldn't be any team coaching with the old leader.</i>	1J
<i>[Another turning point was that] there was a structural change in the way the team was structured in the functions in the org chart.</i>	2J
<i>We changed the leadership and then did team coaching simultaneously. That is the big one... I don't think that one without the other would work. Team coaching without a leader supporting it won't go anywhere.</i>	3J
<i>I think it was that the coaching was used in conjunction with the roll out of a new team structure... The change in our department structure, and clarification of roles, that without that, the coaching would not have done any real good.</i>	4J
<i>Well the initial two days was... a chance to work as a team or define what a team was and there was clearly some angst among the group because there were big [structural] changes that happened and things that went on there that weren't well received for maybe one or two people...</i>	5J
<i>I think that my challenges with the group were related to some of the structure of the group and there have been structural changes which have helped. We now have more clarity, focus and generally people are more cooperative and there is more communication.</i>	6J
<i>One of the challenges the group had was a lot of conflict with respect to what people were doing. That impacted communications significantly. You created competition, you created a bunch of other issues and that got resolved. Here's what you're going to do, here's how this group is going to align and work going forward. There were some changes with people beyond that. People left and new people have been hired – so that's part of it – and you have the coaching to boot.</i>	6J
<i>One part of structure is people in terms of coming and going, and the other would have been roles and responsibilities. There is some clarity on that, which was determined outside of the coaching.</i>	6J

1. What were the participant's significant meaningful experiences or turning points during the team coaching?	
Minor Theme: Physical co-location of the team enhances dynamics (2/6) The team leader took another meaningful action to make some physical moves after implementing the new organizational structure for the department. She specifically referred to her decision being impacted by some of the conversations that were occurring during the team coaching session.	
Comment	Team member
<i>So it came out in the team coaching, the communication we have and how we communicate with each other and some of the interactions that I was hearing about, that happened in the past, but because nobody was near me, I never ever saw it and I really wanted to make sure that kind of interaction wasn't happening anymore. So I moved everybody. I just said you are going to go here, here and here and because we've been going through the team coaching, this happened probably after our November breakthrough – so it would have been in December where I moved everybody around. Because we had had those breakthroughs and we were starting to build trust and we weren't kind of posturing anymore and we knew it wasn't acceptable for our new norm, everybody did the changes and now everybody loves it. At our last meeting, one of the things that – you know when we went through and Jacqueline was saying were some of the things that were really good, it came out. Again, everybody said the move. It was really good.</i>	1J
<i>There were some moves in the office. Physical moves... [One leader] moved closer to operations. That helped. Being physically closer. Departments put together.</i>	2J

1. What were the participant's significant meaningful experiences or turning points during the team coaching?	
Theme 2: Honesty and disclosure (6/6)	
Comment	Team member
<i>I think that the first [offsite] session was a big turning point. I refer again back to the point where there was more emotion in the room, people were given an opportunity to say hey, what's bothering you? Let's talk about it. I thought that broke the ice. And I thought that over time, that made a difference. I think it put a bit more seriousness to it. I think we started addressing some of those relationships and communication. People started opening up a little bit. And I thought that perhaps it started creating a bit more trust. Or maybe it just gave people – it knocked things up a level.</i>	1J
<i>The new leader said, "You know, I made mistakes in the past. I know what they were and I know I'll probably make more, but I really want to do well, and I know the rest of you feel I don't deserve this or I'm not capable of this, but I want to prove you wrong. Please help me do that." So it was very hard for him, and others were looking down on their palms. Do they believe him or don't believe him? And someone else was in tears. It's like we bared it all but it didn't have to be solved right then and there. It was like, OK, it's on the table, now we can move forward.</i>	1J
<i>I really think it had to do with the offsite. Being able to bring elements on the table and speak. It was emotional... Lay the issues out. Open the wound up, it is the only way you can clear the infection up. Open up little by little, step-by-step, get the bacteria out and it can heal better... there will always be some scarring left, but with therapy and tools together, you can perform better for long term performance.</i>	2J
<i>I think it was at the offsite when people were asked to be honest and lay out any elephants on the table. Took a lot of courage. Never sure how different people will react to that... That created a fair amount of conversation or discussion. After that's out. How will we go forward? Helped people address it. As people don't realize it is an elephant... What is an elephant on the table may not be it for another. Clarified the issues. These were real issues. Helped people who are associated with it respond back to it. If they didn't realize it was an issue, they could explain it and justify. Explain their point of view. Person could clarify the elephant. Some people were talking bad behind people's back or not respecting some of the members of the team, making them feel like they were stupid.</i>	2J

Theme 2: Honesty and disclosure (6/6) continued	
Comment	Team member
<i>There is a huge value getting people out of work and have them socialize with one another [at the two day offsite]; that is probably about my own values. There is a lot to be said to go out for dinner and realize that everyone is normal, have a few [drinks] and heal a few wounds. That hasn't been the focus of this department for the previous five years.</i>	3J
<i>This [two day offsite] got us talking about things that needed to be said that no one had talked about before. People had talked about it one on one, behind the scenes and gossipy but no one had addressed it, not in a group setting, especially face to face.</i>	4J
<i>Complete honesty in that first session. It had to occur as a group... A lot of honesty that was shared there that without it we would not have moved forward. Painful honesty!</i>	4J
<i>Probably it was that the first two days were so long and so draining, that was the only thing, but we covered things off that she probably wouldn't do in most sessions like that. I think that we went way deeper than anyone ever expected to.</i>	4J
<i>The two-day, we had a lot of discussions about projects we wanted to talk about. Anything we wanted to do to handle issues that we saw. Whether it was communication, scheduling, we would take priority and running with that, how it was going to be handled after we sort of had a communication amongst each other then whatever the outcome was, someone took ownership and we had a follow up on those items. We talked about things that would help the team, we'd come up with an outcome and we've have someone would have to take action and we'd follow up on action items the next day... Once we aired our issues about other previous bosses or people in the group and how they felt, I think after that, we didn't have to talk behind people's backs – I have to go to her and ask this or I have to do this with him. It's forward-looking versus the history with every conversation you have.</i>	5J
<i>The other turning point... was really the... option to really say what was bothering us and then you get to see how certain people felt and they got to open up and voice their concerns to I guess our leader and whether she knew those thoughts or not – I don't know. Once it was voiced. I guess I found out too that once people felt they were heard and not only that they had an opportunity to say something but that they felt that actually somebody was going to do something about it.</i>	5J

Theme 2: Honesty and disclosure (6/6) continued	
Comment	Team member
<i>...You kind of know if you're dysfunctional or kind of not working as cohesively – you don't know that until you actually sit down and talk about it and you know the good part is once you get to the state of you're communicating and voicing your words and that is the first main step. What you do after that – you could obviously multiply that tremendously if you keep that communication open, but you know the hard part is opening up and talking about what you see as issues.</i>	5J
<i>We needed someone to start the motion or ball rolling where we got to talk about where the frustrations occurred and not. It didn't really solve the history but it did maybe put a little bit to rest and maybe move forward versus looking back. That was enough to get us to sort of at least talk to each other – the communication piece.</i>	5J
<i>There was one session in particular [the two day offsite] where people had a real opportunity to get their feelings out on the table. And we started addressing some of those things. We saw some important things come out. That was really helpful... I think it was important that other people saw some of the emotion, or heard some of the issues and were allowed to defend and try to respond. I think that was really important. I think some of that brought that group closer together or at least it started us down a path.</i>	6J
<i>I really thought the turning point was perhaps that moment where there was more emotion in the room and I do think at that point people were – I think it started to make a difference for people.</i>	6J

1. What were the participant's significant meaningful experiences or turning points during the team coaching?	
Theme 3: Team charter and working agreements (6/6)	
Comment	Team member
<i>I think the development of the working agreements was another turning point that was sort of a commitment. How is it significant? We've never had it before and one of the biggest challenges for our team was that people trashed each other in the hallway and to other groups so this commitment to the working agreement basically said no more of that; the rules of the game have changed and we all agree to it. That has been critical to our rebranding in our organization.</i>	1J
<i>...We were allowed to build safety because we built working agreements and I think those working agreements meant that if anyone broke the safety of that place, there would have been a huge backlash.</i>	1J
<i>...It defined the roles better, cleared out some uncertainties and I think it provided going forward, something to grasp onto. Okay, this is my role on the company and on the team. How I can become part of the team? ...In order to work as a team, to do well as a team, you need to know what your roles are, how you can help, look at the success of the team, how it can benefit, and the organization.</i>	2J
<i>We have working agreements.... I think that as long as we hold to that and be truthful it will be helpful and hold the team together... Will have to be the whole team. You would think it's just the leader, but that is a lot to put onto one person, on their shoulders, but also for others to expect that of her. Everyone has to take responsibility for that.</i>	2J
<i>The charter and mission statement. The working agreements...I liked those. Those were a good idea in how to work in commitment.</i>	3J
<i>It was a commitment to resolve what was wrong. It is one thing to agree at what is not working. People are good at laundry listing what is wrong. People are less structured to decide how we are going to fix this. The steps and sequence of getting to the working documents, the vision, as hokey as that can be, it was well done.</i>	3J
<i>It was actually having to commit to it in front of everyone else and agree what were the agreements that we would hold each other accountable to... I think the working agreements made it different.</i>	4J
<i>Since coming out of there, the additional meetings that we have had we have included reviewing our working agreements. She would ask, how are these going?</i>	4J
<i>Some of the things that we agreed to, our working agreements and some of the things we planned to do to move forward--Those things are occurring.</i>	4J

Theme 3: Team charter and working agreements (6/6) continued	
Comment	Team member
<i>We do plan on sharing the working agreements They evolved to take out some of the elements that were related to the baggage.</i>	4J
<i>We didn't do anything – that's the problem. It was... more individual and we didn't really follow to the rules and guidelines that we set for ourselves.</i>	5J
<i>... We started getting to some of the heavier stuff on the charter.... And we had some fun stuff like vision, slogan, and cleared things up on mission and team purpose. I think that it all leads to much more structure for the group which I think is very important and we had more transparency, clarity and vision.</i>	6J

1. What were the participant's significant meaningful experiences or turning points during the team coaching?	
Theme 4: Team member departures (5/6)	
Comment	Team member
<i>In a particular change in the group and taking people out that were very close to others who remained in the group, I thought that I might have a lot of backlash. So when I took the time to sit down individually with people to explain why I did what I did, they had developed enough trust in my leadership that the response was immediate, I understand, it makes sense, and thank you for taking the time out to talk to me individually. What I was expecting was: "How can you do this? You've broken our trust, broken the team", and none of those reactions that might have been the reaction last October, happened.</i>	1J
<i>I would say one of the changes that were made in reorganization resulted in one team member being very disillusioned with her role in the company and so we started to slide during the month of February where she clearly wasn't engaged and it affected the whole team because people saw her sadness and she started not attending our team meetings and things like that and people didn't quite know how to respond because you know our working agreement wouldn't have allowed the back chatter you know say four would be supporting the individual and three would be sort of not – so our working agreement prevented that from happening which was really, really good but it did bring the rest of the team down in terms of happiness... I think we kind of slowed down a little bit in our momentum and perhaps people saw the working agreement was being breached by that individual I don't know that for a fact but I suspect that's what was happening. So then that team member is gone now and I think we are back on track. Like that saying – one bad apple you know? It is not that the team member is a bad apple, but you know, it's just the way it worked out.</i>	1J
<i>Out of the global strategy came a reorganization and I actually let two people go – one before Christmas and one not that long ago. Realigned roles and gave two of my senior leaders individual coaching. The team coaching contributed to success in many respects as well.</i>	1J
<i>Terminations had a massive effect on group dynamic and everyone has a different view. One of those I had no use for and was happy to see that person leave. The other person was a friend; sad to see them go but understand. Not team coaching-didn't deal with. It was sort of like, ok, it's happened.</i>	3J

Theme 4: Team member departures (5/6) continued	
Comment	Team member
<i>People that can't accept some of the changes are not here anymore... There was this person in the group who could not accept the changes. The bottom line is that she is no longer here.</i>	4J
<i>Unfortunately it will be when [that one person] left. It was almost like, people breathed a sigh of relief. Nothing against her personally. She is an extremely personable gal and likeable. She was clearly unhappy... I saw her not following the working agreements and we were trying to hold ourselves accountable to them. She couldn't do it. It resulted in us distancing ourselves from her. Sounds harsh. But, again, when you have ten or fifteen people that are moving forward and one who is not, you want to stay with the ones moving forward and positive. You want to be around the positive people, not the negative people that pull you down.</i>	4J
<i>It is what it is and everyone else was putting in, but know that was always sitting there, you know, whether you want to call it resolved, but people have gone their separate ways since then but there was never going to be a full buy in from those individuals or one, especially till something, you know, came to a head. So there was always that lingering part of the conversations and it was underlying and until you get the buy in you're not going to get a full set of support. So that would be one limitation I would say.</i>	5J
<i>I think with the situation I mentioned earlier with an individual who wasn't as – didn't partake in the sessions as openly as the others – due to her frustration, and then things happened and she was no longer part of the group, I think during that period there was definitely a little setback. She's been around for a long period of time and all that stuff that goes with it is understandable.</i>	5J
<i>Some of the people that were leaving, one individual in particular, I don't think fit very well in the group. I think that helped alleviate that one particular problem and has allowed others to advance or at least move over to other areas that they were interested in and not - it allowed people to focus. Cause what was happening was that information wasn't being shared well. There was not a lot of direction and some people were just doing their own things.</i>	6J
<i>...Definitely there has been impact by the structural changes, people that have left, people coming on, that has definitely had a material impact. So then you combine that with the coaching and you find with the existing team that has definitely enhanced communication and clarify and all the stuff I've talked about. It's very difficult to say which has had more of an impact. It's very difficult to measure.</i>	6J

2. What changes do the participants feel they made in a. the business; and b. their effectiveness as a team as a result of the team coaching?	
Theme 1: Productivity and collaboration (6/6)	
Comment	Team member
<i>One example was one of the things that came out of our team coaching was – as we went through some of our issues and how can we become more transforming – we decided to do quarterly team meetings with all of teams. The team took ownership of that first quarterly session and really made it a success right from the agenda the topic items, the sharing of responsibilities, the participation in the event. This would never have happened before team coaching.</i>	1J
<i>When I started the coaching process, I felt like I had a very weak team with nothing but problems, dysfunctional, and it just seemed overwhelmingly burdensome. Yeah, real work stuff I wanted to get on. But by the end of it, I just felt wonderful that I had really good team members; strong commitment and most of all, they knew me. They have learned enough about me to learn to trust me and move forward. All very soft fluffy stuff but it was the foundation I think to be able to build a global team. It's hard to put your finger on but it is one of those warm, fuzzy things. Because everyone thought me coming in as a new leader thought that there was going to be big change. And there was a big change, but they didn't trust me enough to know that that might be good change. At the end of the coaching, surprisingly enough, I had some very strong supporters in the group to make some very difficult decisions. I was amazed that the support that I got wasn't more difficult.</i>	1J
<i>It was interesting to see, as a participant in the team coaching, of the changes from the beginning to the end in collaboration. Sense of collaboration. Before it was more siloed or independent.</i>	2J
<i>I think the biggest change that I could see from the beginning is that everybody was very cautious. You could feel from the body language. Not just see it, feel the tension in the air. From the beginning, the questions why am I here. From that to a change at the end, a true sense or desire to go forward, go forward and accomplish something.</i>	2J
<i>Now if I see something that will help the whole team I will do it even if there wasn't a reward attached. See the benefits of being a team.</i>	2J
<i>We followed up, continuing upward progress.</i>	2J
<i>Surprise of how quickly everything got on board. I thought there might have been more posturing. People realized we spend 10 hours a minimum a day with one another. Either get out or fix it.</i>	3J

Theme 1: Productivity and collaboration (6/6) continued	
Comment	Team member
<i>Certainly helps us do our work more efficiently.</i>	3J
<i>...have to think that we are better at what we are producing in our department.</i>	4J
<i>...We are lot more focused on how we do it together versus it's an "I" thing. It's how we do it as a group.</i>	5J
<i>It was helpful because it allowed us to instead of just thinking about something we actually had to do something.</i>	5J
<i>I see people doing more, in their offices more doing what they need to do. They have a focus on going forward versus wasting time worrying about emotions and dealing with people's feelings and how they will react. Less time dealing with that and more time looking to the benefit of the company and how we can achieve what we need to achieve.</i>	5J
<i>Overall it was a good experience. We weren't the most effective team but I think where we've come from has been beneficial and I have seen a change in the group and how we are performing as a group and how we are trying to accomplish things.</i>	5J
<i>I think where we started and where we've ended are two different places. Definitely you're seeing... Coaching certainly helped along with some of the stuff that we did in the sessions and led to where we ended up. I also think there have been changes to the groups, time passes and other changes led to where to team is today. I think it is a combination of all those things but the coaching was definitely a part of that.</i>	6J
<i>I think with some of the stuff that was going on, coaching does help and I think in our case it did. It created more focus, some of that structure, enhancement to communication and as a result of it and everything else – it was a package – you are seeing a team that is performing better that it was before we started. But I can't put my finger on one or the other.</i>	6J
<i>And that new direction goes hand in hand with coaching and gets people kind of working together and... makes it more focused and strategic.</i>	6J
<i>When I think about where the group started and where we ended, I think that there is more cohesion, more communication, satisfaction and contentment.</i>	6J
<i>With that confidence she [the leader] feels like she can go forward. Market the department. Feels support from this team and proud to be the leader of this team.</i>	6J

Theme 1: Productivity and collaboration (6/6) continued	
Comment	Team member
Interacting variables (2/6)	
<i>Whether it was the team coaching or a massive change in the department that says, yes this is important, there has been a definite change. It is hard to know what to attribute that too.</i>	3J
<i>Did it impact our work group? Absolutely. Line of sight to the business? I would be foolish if I say this will drive prices higher. It impacted our group.</i>	3J
<i>Definitely there has been impact by the structural changes, people that have left, people coming on, that has definitely had a material impact. So then you combine that with the coaching and you find with the existing team that has definitely enhanced communication and clarify and all the stuff I've talked about. It's very difficult to say which has had more of an impact. It's very difficult to measure.</i>	6J
<i>I think it will take a bit more time to figure out if there is an impact on the business in the groups that we work with that are out customers. So I would say right now, to the business one, I'm not sure I've seen that, but maybe down the road.</i>	6J
<i>It helped a lot. You might have great individuals as participants in a team. If they are not working as a team it doesn't mean that the sum will be greater. In order to work as a team, to do well as a team, you need to know what your roles are, how you can help, look at the success of the team, how it can benefit, and the organization.</i>	6J

2. What changes do the participants feel they made in a. the business; and b. their effectiveness as a team as a result of the team coaching?	
Theme 2: Work environment and relationships (6/6)	
Comment	Team member
<i>We know people are feeling better, we know there is more laughter in the hallways; we know that people are working together more than they ever did before.</i>	1J
<i>I really can't say that I had any expectations of the team that didn't work out. I can't really say that I was disappointed; I was quite excited about the change and transformation that the team had made.</i>	1J
<i>People became friends. The baggage was gone, the honesty was there the trust was building – people were friends. And they had to find out that they liked each other.</i>	1J
<i>More lighthearted way of talking and in the office itself... Lighter mood.</i>	2J
<i>I feel good to be on this team. I feel a sense of pride being on this team.</i>	2J
<i>Seen a lot of changes. Needed to be made. People are more positive. People have felt that even though the outcome may have not been like they liked, but something had to change</i>	3J
<i>I don't think it is perfect but I think that it has made the overall environment more positive. We don't have that negative stuff going on. When you have a negative environment, it all festers. Everything you say and do has a negative connotation... It makes for a more pleasant and positive environment.</i>	4J
<i>...We spend less time on the negative things.</i>	4J
<i>...That talk in the hallway is less to the extent where, 'here is all the trouble we see in the department', to 'look at the changes that are happening in the department'. So that branding... I think it is good, because the change is positive commentary on that versus negative.</i>	5J
<i>When I think about where the group started and where we ended, I think that there is more cohesion, more communication, satisfaction and contentment.</i>	6J

2. What changes do the participants feel they made in a. the business; and b. their effectiveness as a team as a result of the team coaching?	
Theme 3: Personal learning and/or change (6/6)	
Comment	Team member
<i>The assumptions that you make about someone based on their deliverables of the work product aren't always reflective of their true capabilities when you don't know them. When you get to know them and see the value that they bring to the team, then you can certainly have your eyes open and see the value that your team members are bringing and the contributions they are making.</i>	1J
<i>Now if I see something that will help the whole team I will do it even if there wasn't a reward attached. I see the benefits of being a team.</i>	2J
<i>It was good to realize that you need to take the time to go through these things. There is advantage to let people talk and let people go through it on their own pace.</i>	3J
<i>For me that made a difference. It helped me understand why someone might respond the way they did, and that it wasn't necessarily a negative thing. It was their way of viewing things... I think that the coaching helped us work through individual roles...how we could help ourselves and that person to work through it.</i>	4J
<i>Coaching helped this. Recognizing that everyone has something to give.</i>	4J
<i>Before...I was enabling the person to, almost like to gossip, because I thought that I was saying the right things in the situation, then I realized that what I was doing was just enabling them to continue the negative behaviour instead of holding them accountable to what they agreed to do.</i>	4J
<i>What I had been doing before that I thought was the right way of handling things was clearly fuelling some of the negatively I think... I started to understand my things that I was doing that was contributing to a less than successful team environment.</i>	4J
<i>My changes are I bring a little bit more professionalism to my group and to myself.</i>	5J
<i>I try and step back and put a little more thought into that discussion before it happens. So it's not as reactive I guess... I'm a lot more forward looking versus backward looking.</i>	5J

Theme 3: Personal learning and/or change (6/6) continued	
Comment	Team member
<i>I'm also getting coaching from Jacqueline directly individually. I have noticed differences not only from that in conjunction with the group. I think the individual stuff has helped me a lot because it goes toward coaching and supervising other people and branding myself and how to manage my emotions and how I sort of display myself to others.</i>	5J
<i>Being more thankful about what I've been given and what I have. I mean, I always thought that way but I never really portrayed or looked that way or felt that way. Now it's a good thing. It's helpful in my growing up.</i>	5J
<i>For me personally, I'm trying to be more attentive, I'm trying to listen more. I'm certainly conscientious of the things that we discussed, what we went through in the group sessions. So, if we encounter issues we have something to refer to or at least we went through that experience and you have that in the back of your mind.</i>	6J

2. What changes do the participants feel they made in a. the business; and b. their effectiveness as a team as a result of the team coaching?	
Theme 4: Communication improved (4/6)	
Comment	Team member
<i>More lighthearted way of talking and in the office itself.</i>	2J
<i>Communication between people, terseness of those communications and emails has improved. More open conversations.</i>	3J
<i>It allows us to think a little differently amongst each other and I guess now start communication stuff that is simplistic or neutral but not emotional things at least do that at minimum. So if it's a work thing, I mean you could do that before but it's the reluctance and the neutralness, I guess, in the conversation and being able to speak in a different level that allowed us to feel comfort and open that, you know, it's a little more comforting.</i>	5J
<i>I guess everything feeds off that openness because now things are brought up, you start speaking to each other in a more civilized way, not that we were harsh with each other in an open forum, you know, saying negative things, you know, but maybe there might be less bickering about it because it's now been spoken to more openly and so behind the bad conversations that do happen, are lesser to the point of, yeah, we know that already – it's been spoken to publicly now we don't have to speak behind that. Let's get something new to talk about.</i>	5J
<i>...we're talking more outside of business, we're talking, getting personal, we're happy at work with each other that's new. I never had any expectations that we'd get that far.</i>	5J
<i>I do see better relationships and communication amongst people.</i>	6J
<i>An example I would say people are more willing to ask questions or ask for help.</i>	6J
<i>We now have more clarity, focus and generally people are more cooperative and there is more communication.... I think my focus is on communication. I think it's enhanced.</i>	6J
<i>I think that what some of the sessions did though was provide an opportunity to clear out some of the issues that were there. It provided an opportunity for much more communication.</i>	6J

2. What changes do the participants feel they made in a. the business; and b. their effectiveness as a team as a result of the team coaching?	
Theme 5 (Minor): Reputation and impact beyond the team (3/6)	
Comment	Team member
<i>It was amazing. The team coaching addressed the issues that were the same issues addressed by the employee satisfaction survey done independently. I have to say that our vice president that I report to was extremely impressed with what we had accomplished with the team coaching and the changes that came through in the survey results.</i>	1J
<i>Without knowing the results of the employee survey, the team coaching addressed all of the areas that we were very, very weak on in the employee satisfaction survey. So now that I've got the employee survey back last week, which is six months late and I know it's too late – we can always say, yes, we've dealt with that and we've dealt with that all the things that we were weak on, we've dealt with the exception of one.</i>	1J
<i>... Certainly the senior leadership's view of the department has been elevated and as soon as you see a team as more high performing, you have more faith and trust and you believe that they can accomplish more. So I would say that the view of the department, from within the organization from our senior leadership – so above me – we're talking the executives, has really turned about.</i>	1J
<i>This commitment to the working agreement basically said no more of that, the rules of the game have changed and we all agree to it. That has been critical to our rebranding in our organization.</i>	1J
<i>I think another item was that it began the process of branding ourselves within the organization. Folks figuring out who are we, who do we want to be, how do we brand ourselves, and how do we change our image.</i>	1J
<i>... as we went through some of our issues and how can we become more transforming – we decided to do quarterly team meetings for all of our department – not just the team that was being coached. But the team took ownership of that first quarterly session and really made it a success right from the agenda topic items, the sharing of responsibilities. The participation in the event... would never have happened before team coaching.</i>	1J

Theme 5 (Minor): Reputation and impact beyond the team continued (3/6) continued	
Comment	Team member
<i>We do plan on sharing the working agreements They evolved to take out some of the elements that were related to the baggage... there is value in expanding this, because It was just a portion of our team that participated, from our overall department. If there was a way to expand portions of this to this whole group, there would be value in that.</i>	4J
<i>I guess you can draw the link that if the team is performing better, then it is doing a better job of the thing it does to support the other groups in the company.</i>	6J
<i>I can see the leader especially, making an effort and pushing us outside of the department, being recognized outside of our department. Marketing.</i>	6J
<i>The team is bigger than the people that were part of this exercise... what I do see, again, back to relationships – I do see better relationships and communication amongst people. Just in terms of communication flow and how people are responding in that environment.</i>	6J

3. Which elements did the participants feel were most valuable and least valuable to them in our leadership team coaching process?	
Theme 1: Coaching structure (6/6)	
Comment	Team member
<i>I think the meetings kind of had a standard sort of format where we knew what to expect, we had an agenda item [that] we always followed up on our standing items. We always went around the table, talked about the good, the bad, we took the pulse at the end of every meeting: how are you feeling? That was really good. The fact that we always knew what to expect and we always knew we were going to be asked how we felt about things and you weren't going to be able to sit there and be silent. Which is what some people would be inclined to do if they didn't want to speak.</i>	1J
<i>Fact that there was team coaching, structured how we could improve and go forward. Put us on track. That was very important.</i>	2J
<i>For the first one, the organizational chart, it defined the roles better, cleared out some uncertainties and I think it provided going forward, something to grasp onto. Ok this is my role on the company and on the team. How I can become part of the team.</i>	2J
<i>It was very structured. There was an order or structure behind things, presentation. In the team coaching. It showed, as the group getting together, in the beginning took a while to get it out and then you build on working together.</i>	2J
<i>It was a commitment to resolve what was wrong. It is one thing to agree at what is not working. People are good at laundry listing what is wrong. People are less structured to decide how we are going to fix this. The steps and sequence of getting to the working documents, the vision, as hokey as that can be, it was well done.</i>	3J
<i>She was good in terms in being firm and bringing people back to what we were trying to accomplish. This was different; there were deliverables and timelines. Obviously the deliverables the group put value in. To J's credit, maybe that is what experience brings--Finding out what those deliverables the groups needs and focusing on those.</i>	3J
<i>Focuses you on issues that you would have never said, don't want to say, or have the courage to. Most uncomfortable things we don't want to do on our own. You need a deadline or another motivation. Rarely is it your own.</i>	3J
<i>Again, I think that each time was had a meeting one of the first things that we did was review the working agreements and discussed where we were with them.</i>	4J
<i>It was helpful because it allowed us to instead of just thinking about something we actually had to do something. Our work world is so busy, you kind of just do things, whether we follow up is iffy. It created follow up.</i>	5J

Theme 1: Coaching structure (6/6) continued	
Comment	Team member
<i>I think that it gave more structure to things and we set some goals, working agreements, goals, success measures and for the team who participated; it made it very clear. It covered the gamut of a bunch of things that a team needs to work effectively.</i>	6J
<i>Jacqueline was structured. I think that is a good approach. I know I respond to that... She definitely guided us along the way. That was very important. If we didn't have that guidance, I don't think it would have gotten to where we are.</i>	6J
<i>And I think there was more, let's call it structure; on some things we were tackling for instance, the team charter. I thought that was great.</i>	6J

3. Which elements did the participants feel were most valuable and least valuable to them in our leadership team coaching process?	
Theme 2: The coach's manner and actions matter (6/6)	
Comment	Team member
<i>Jacqueline had an excellent way of asking questions. Giving time for people to respond and think. I don't know how she does it. She asked questions that are more open, they are not leading, they are from a different perspective. She is not in [our field], she doesn't have a clue what we do. But she is able to pull herself out of the detail and see the bigger picture.</i>	1J
<i>I would definitely say Jacqueline filled the environment. She allowed us to have long silences that were extremely uncomfortable without intervening and that was tremendous because it meant, you know, that nobody was going to save us except ourselves. But it was safe to do it because we were allowed to build safety because we built working agreements and I think those working agreements meant that if anyone broke the safety of that place, there would have been a huge backlash.</i>	1J
<i>She definitely guided us along the way. That was very important. If we didn't have that guidance, I don't think it would have gotten to where we are.</i>	2J
<i>She was good in terms in being firm and bringing people back to what we were trying to accomplish. Have gone through lots of HR stuff and didn't find a whole lot of value. This was different; there were deliverables and timelines. To Jacqueline's credit, maybe that is what experience brings; finding out what those deliverables the groups needs and focusing on those.</i>	3J
<i>Jacqueline's personality is very non-threatening, that focuses you to stay on course. I think there is value in that for sure. Jacqueline's personality meshed well with the group... Jacqueline was very understated and that worked well.</i>	3J
<i>Maybe that is what made a difference. It wasn't personal. The focus was the commitment to a resolution, Something tangible. Not just talking about it... Jacqueline did a good job – [she asked us] what are we going to do? Not just complain... The process was good because it forced people to deal with the outstanding issues.</i>	3J
<i>Focuses you on issues that you would have never, don't want to say have the courage, most uncomfortable things we don't want to do on our own.</i>	3J

Theme : The coach's manner and actions matter (6/6) continued	
Comment	Team Member
<i>How she could help is relate things back to each of us as individuals. She would say things like I notice this happening and this person is this colour and this personality is just how you respond to it. I really thought it made a difference in helping us understand why someone might do what they did in a session.</i>	4J
<i>What Jacqueline did was help create a safe environment to bring some of that out and help others understand where I was coming from... She helped us expand on it... The other part of that is that it was never in a negative fashion. It was always about understanding the other person.</i>	4J
<i>...so there were a lot of times that she would help us reflect back on how at a number of times people had responded to something.</i>	4J
<i>She brought a forum for us to – we were prodded to talk and bring up issues amongst each other. Then revisit them sometimes. She does it in a manner that isn't offensive or isn't a direct, uncomfortable situation for anyone.</i>	5J
<i>It's managing other people's feelings around how we go forward versus what happened in the past.</i>	5J
<i>Jacqueline has a way about her that makes it easy to work with her. She will roll with the punches and goes with it and I think that's good in circumstances that were tense or trying to get things out of people. She worked the crowd and did a good job. People felt comfortable talking with her and she created an atmosphere that allowed that to happen.</i>	6J

3. Which elements did the participants feel were most valuable and least valuable to them in our leadership team coaching process?	
Theme 3: Coaching activities and components (6/6)	
Comment	Team member
<i>I love the hearts game.</i>	1J
<i>The other one was the card game. That was interesting to see that if we worked together in we could accomplish a lot more. (paraphrase) We could see, as people were moving together, playing together, interacting together.</i>	2J
<i>Put [people] in smaller groups and rotating.</i>	2J
<i>Behind each game there was a purpose ... portion of a skill needed.</i>	2J
<i>People got engaged with Jacqueline doing the team charter and those activities.</i>	3J
<i>There is a huge value getting people out of work and have them socialize with one another; that is probably about my own values. There is a lot to be said to go out for dinner and realize that everyone is normal, have a few [drinks] and heal a few wounds. That hasn't been the focus of this department for the previous 5 years.</i>	3J
<i>She did a game in one of the first sessions. I thought that type of activity, whether it was a game or not, any kind of an activity where it helps you see things differently.</i>	4J
<i>With the one particular card game we actually talked about how each of the teams responded in it, and how each of the people behaved in it... I thought that this type of activity, whether it was a game or not, any kind of an activity where it helps you see things differently.</i>	4J
<i>The games that allowed us to work as a team</i>	5J
<i>We had a little drink, a champagne conversation thing and here is the line we should talk about and have a conversation with someone, walk around and have those conversations. It sounds corny but it did allow us to have conversations about what we / how we should be thinking and how we address that question and how we communicated with other individuals in the group. Instead of just thinking it you had to actually speak to it. Yeah, cocktail conversation thing.</i>	5J
<i>She had asked us to think of names we'd like to call each other and when you brought up names you had to put meaning behind it and (for the team) we tried to get a name for the team and brand ourselves and created logos – so that allowed us to work in groups and throw out ideas and get comfortable amongst each other. That allowed us to talk to each other in different ways versus what we we've created rules amongst ourselves internally right.</i>	5J

Theme 3: Coaching activities and components (6/6) continued	
Comment	Team member
<i>I guess our pulling out opportunities for us to advance things that we've been asked to say here's an opportunity to make efficiencies in the group and we go round the table and make comments and we're openly suggesting things and I think there is a little bit of caution in their responses but for the most part there is openness.</i>	5J
<i>And we had some fun stuff like vision, slogan, and cleared things up on mission and team purpose. I think that it all leads to much more structure for the group which I think is very important and we had more transparency, clarity and vision.</i>	6J
<i>Getting deeper into who is the group. What makes it tick. This kind of stuff. [Style assess]</i>	6J
<i>We did one activity that I thought was good and the team kind of got together behind her back a little bit – I'm trying to remember what the game was – hearts, yeah, so she set it up and the team had the chance toward the evening to get together and decided to let's figure this one out and kind of get a step ahead of the game and I think the team did figure it out and get together and I think the next day we were able to surprise Jacqueline a little bit. That was a neat time, I think, for the group.</i>	6J

3. Which elements did the participants feel were most valuable and least valuable to them in our leadership team coaching process?	
Theme 4: Team leader support (4/6)	
Comment	Team member
<i>[Valuable was] the standing leader obviously who put the organizational structure in place – that’s big. There wouldn’t be any team coaching with the old leader.</i>	1J
<i>I don’t know what started building the trust. Was it the openness of discussion? First of all, it was probably building the environment that was safe. That was key to people being able to have open discussion. I think when people saw the openness and the honesty and what I said I would do, I did, and what I was planning to do, I said what I would do even if it wasn’t popular. It gave people the opportunity to evolve and that started building the trust.</i>	1J
<i>[The team leader] walks the talk. Supportive of the project</i>	3J
<i>[The team leader] brought in team coaching, basically, as soon as she got here... I don’t think that one without the other would work. Team coaching without a leader supporting it won’t go anywhere.</i>	3J
<i>[Our leader] demonstrated a commitment to implement a change to improve the group dynamics. Our prior leader spent zero time on that. From our perspective, that was a huge change.</i>	3J
<i>It was sort of refreshing that somebody was actually going to do something to resolve the issues and I put that squarely at [the team leader’s] initiative. It was much appreciated regardless of the outcome. To at least make an attempt.</i>	3J
<i>Things were not preplanned and [our leader] has bought into this and you can trust her. I don’t think anyone thought this was detrimental by opening up to their careers.</i>	5J
<i>I know our boss has driven a lot more positiveness in our group and I think people are thriving upon that. That way there is less opportunity for conflict.</i>	5J
<i>[The team leader] is fairly new. She feels confident in the team that they will be able to support her. With that confidence she feels like she can go forward. She now feels support from this team and proud to be the leader of this team.</i>	6J
<i>... and I think the [leader’s] call to go down this path was the right one.</i>	6J

3. Which elements did the participants feel were most valuable and least valuable to them in our leadership team coaching process?	
Theme 5: Safe environment (3/6)	
Comment	Team member
<i>I don't know what started building the trust. Was it the openness of discussion? First of all, it was probably building the environment that was safe. That was key to people being able to have open discussion. I think when people saw the openness and the honesty and what I said I would do, I did, and what I was planning to do, I said what I would do even if it wasn't popular. It gave people the opportunity to evolve and that started building the trust.</i>	1J
<i>But it was safe to do it because we – we were allowed to build safety because we built working agreements and I think those working agreements meant that if anyone broke the safety of that place, there would have been a huge backlash.</i>	1J
<i>What Jacqueline did was help create a safe environment to bring some of that out and help others understand where I was coming from with it. She helped us expand on it.</i>	4J
<i>Things were not preplanned and [the leader] has bought into this and you can trust her. I don't think anyone thought this was detrimental by opening up to their careers.</i>	5J
<i>[Jacqueline's] really good about sorting of creating that environment of comfort and then our leader, sort of provided that comfort – nothing is going to come of this outside of our group. The benefit was going to be for the group and that's what the purpose of it was. It was safe.</i>	5J

3. Which elements did the participants feel were most valuable and least valuable to them in our leadership team coaching process?	
Theme 6: Assessments (3/6)	
Comment	Team member
<i>I found the interviews that were conducted and the summary of those interviews extremely valuable as a leader. To know what people were thinking because I could ask them till I was blue in the face, but I don't think I could get that same honesty as you get from an independent coach. So those interviews that Jacqueline conducted and the fact that she shared all the comments with everybody was very effective. I think the fact that I was willing to listen and for the most part, there wasn't any defensiveness.</i>	1J
<i>One of the evidence of that and I just actually took my boss through it this morning, was the before and after survey. The TDS demonstrates the change in the team. Every organization, every team wants to improve their employee satisfaction survey and we had done ours in September of 2011. Then we started the coaching in October of 2011 and this was really interesting, because I just got the results last week of the department's participation in the survey and all of the areas except for one, were the areas that were significantly improved within the TDS survey.</i>	1J
<i>The Harvard survey [TDS – was valuable]. It was interesting to see the difference the results—helpful and interesting.</i>	2J
<i>I think that was critical (pre and post assessment); it gives credence to the exercise.</i>	6J
<i>Some of that will be related to the survey that we did at the beginning and the end. For some of the categories there was a big change, and... That was evidence to me that you are seeing an elevation in group dynamics... I think that was a good measurement tool and I've been very reflective of the progress we made. I think, conversely, if those scores were not different than where we started or average, I think it would lead to saying well maybe that wasn't as useful as people would have thought.</i>	6J
<i>Well I think with the scores, I felt that definitely this has been really, really effective, this has been a great session and a good call to go down this path. I don't know that I was overly pessimistic at the front end but certainly it's in your mind, how effective is this going to be, how is this going to? Are we going to get out, what we need to get out of this thing to be a more effective group. So by the end of it, certainly seeing the scores – wow this is great. Definitely worth our time and a great call by [the team leader] to take us down this path.</i>	6J
<i>When we finished things up I was definitely surprised and very satisfied with the progress and the measurement scores that the group received.</i>	6J

3. Which elements did the participants feel were most valuable and least valuable to them in our leadership team coaching process?	
Theme 7: Follow-up (3/6)	
Comment	Team member
<i>We always followed up on our standing items... That was really good.</i>	1J
<i>The fact that we always knew what to expect and we always knew we were going to be asked how we felt about things and you weren't going to be able to sit there and be silent. Which is what some people would be inclined to do if they didn't want to speak.</i>	1J
<i>Follow up sessions important to make sure we didn't fall back to our old ways. We followed up, continuing upward progress.</i>	2J
<i>We talked about things that would help the team, we'd come up with an outcome and we've have someone would have to take action and we'd follow up on action items the next day. Mostly follow up sessions related to that.</i>	5J
<i>It was helpful because it allowed us to instead of just thinking about something we actually had to do something. Our work world is so busy, you kind of just do things, whether we follow up is iffy. It created follow up.</i>	5J
<i>It's been good to have someone around to help refocus the old attitude of you can't teach an old dog new tricks, I feel it's easy to pull back into a way but once you're revisiting the changes and talking about it you start acting that new way versus the old way. It kicks in.</i>	5J

3. Which elements did the participants feel were most valuable and least valuable to them in our leadership team coaching process?	
Theme 8: Individual coaching (2/3 + 2/3)	
Comment	Team member
<i>I'm a big fan of individual coaching because it helps you/lets you see yourself as others see you so I think, being part of a team, you have to understand how people see you and I think individual coaching really helped with that.</i>	1J
<i>Yes, I'm also getting coaching from Jacqueline directly individually. I have noticed differences from that in conjunction with the group. I think the individual stuff has helped me a lot because it goes toward coaching and supervising other people and branding myself, how to manage my emotions, and how I sort of display myself to others. It does go together... You can kind of see the flow between the two and how she brings in our individual conversation about myself, how I am a leader, how I am in leadership, and how I deal with things. I take those concepts and sort of take myself to where I want to be and what I try to be... and bring it to this group as a different individual versus if I went back as old S, versus new S to the group. So that adds a different complexity. I'm responding in a different manner that I try to manage what I learned and not the way I would have responded.</i>	5J
Recommendations re: Individual coaching	
<i>If I were Jacqueline with a magic wand? Maybe have individual sessions? But I don't know because you need people to tell the truth in the large group.</i>	2J
<i>We all knew that [one team member] was struggling with some of the changes. I guess it would have been nice if we had some assistance in trying to work through that or help her work through that. It almost felt like we pretended it wasn't happening. The only reason why, because I think that was the reason, one of those negative things, where people turn a blind eye.</i>	4J

3. Which elements did the participants feel were most valuable and least valuable to them in our leadership team coaching process?	
Theme 9: Team coaching valuable overall (unspecific) (4/6)	
Comment	Team member
<i>It was fabulous – the whole experience was fabulous.</i>	1J
<i>Team coaching—everything was good.</i>	2J
<i>Honestly, the whole thing surpassed my expectations. I am paid to kick the tires of everything, be cynical- that's my job. I am pretty grounded with expectations. It was a pleasant surprise. Rarely am I this optimistic on something like this. It exceeded my expectations going in. I don't have much in terms of constructive criticism.</i>	3J
<i>I think that there is value in expanding this, because It was just a portion of our team that participated, from our overall department. If there was a way to expand portions of this to this whole group, there would be value in that.</i>	4J
<i>... There were certain coaching elements that are useful, not just in your work, but in your whole life.</i>	4J
<i>Generally I thought it was upbeat. People were contributing, banter around the table. I generally thought it was positive, people wanted to participate. They didn't think it was a waste of time.</i>	6J
<i>I thought it was well structured, clear, precise, focused – sorry I don't have anything specific to give you...clarity, being focused and the additional structure that was added.</i>	6J
<i>I do think that this type of coaching is really important if you are going to roll out changes within the group; a new direction. And that new direction goes hand in hand with coaching, and gets people kind of working together and making changes.[It] makes it more focused and strategic.</i>	6J
<i>It helped a lot. You might have great individuals as participants in a team. If they are not working as a team it doesn't mean that the sum will be greater. In order to work as a team, to do well as a team, you need to know what your roles are, how you can help, look at the success of the team, how it can benefit, and the organization.</i>	6J

3. Which elements did the participants feel were most valuable and least valuable to them in our leadership team coaching process?	
Hopes and concerns for the future (4/6)	
Comment	Team member
<i>It is more open. We have working agreements. I think that as long as we hold to that and be truthful it will be helpful and hold the team together. On a positive note.</i>	2J
<i>It may be peaking now and this may be as good as it gets. That's ok, because this is pretty good.</i>	3J
<i>I think that there is a good chance we will continue on a positive note.</i>	4J
<i>If you are not holding each other accountable for that anymore, what does that mean? Do you regress?</i>	4J
<i>The question for me now is what happens now that the coaching experience is gone? Does the team continue to ask these questions? And if they don't and no one else is asking those questions do we start to slide backwards? Hopefully not, but you can see that there would be potential for that.</i>	4J
<i>But until we get challenged with critical decisions and the panic situation event happens, that will be the real test for the team and whether we fall backwards or we are able to bond.</i>	5J

3. Which elements did the participants feel were most valuable and least valuable to them in our leadership team coaching process?	
Theme 10: Nothing was least valuable (5/6)	
Comment	Team member
<i>No, it was fabulous – the whole experience was fabulous.</i>	1J
<i>Can't say. Don't know.</i>	2J
<i>Rarely am I this optimistic on something like this. It exceeded my expectations going in. I don't have much in terms of constructive criticism.</i>	3J
<i>No, nothing I would want to see eliminated or changed that way.</i>	4J
<i>Least? I have to think about that. You know there is nothing that stands out for me.</i>	6J

3. Which elements did the participants feel were most valuable and least valuable to them in our leadership team coaching process?	
Additional observations and recommendations (5/6)	
Comment	Team member
<i>By six months we were probably ready to be graduated and moving on at the time that we did, I wouldn't go longer than the time because people need to sort of – you set a new stage, people need to work on that stage for a while and you know – so I would say five, four to six months would probably be perfect – four might be too short – if you go past six, that would probably be too long. I think you need to bring the closure at the six month mark.</i>	1J
<p><i>...the last meeting we had. One person mentioned that there were still issues that needed to be addressed... Was addressed, but people still acting the same way.</i></p> <p><i>Maybe along the way, we should have had a forum or potential to have this open up, but I don't know. Would it be worth pulling that out? Is there an issue or not?</i></p> <p><i>Don't know what it is. Is it people talking behind your back? This is the reality. This always happens. You can't control people. Maybe it isn't personal what they have against you. You are the target. That is my attitude...Are we willing to pay little more and ask should we address this? Mind you, her focus on the session was: what do we need to do to go forward? Maybe the view would be that there would always be issues.</i></p>	2J
<i>[Midway through the coaching] it was clear that some of the working agreements were not being upheld and people were not being honest about it. How to call that out? Maybe it was the reality that it was someone's responsibility to bring it up. It didn't feel like it was open for that. Like we have moved past that so if it is still happening, we have to pretend it is not happening... People I know sat in that room and said, oh yeah, I think that things are going quite well, but earlier that day, they were breaking that agreement. You know, people didn't want to hear that it wasn't working... We did come out of that [meeting] with the comment that it wasn't quite there yet but nobody really delved into that to find out what that really meant.</i>	4J
<i>Obviously I would change my reaction in the first meeting, but that had nothing to do with her. It all had its place... I had no intention of opening up that way. I regret that I did. People have said that too. If it wasn't for my honesty, we would not have come so far.. It just would have been easier if it wasn't me.</i>	4J

Additional observations and recommendations (5/6) continued	
Comment	Team member
<i>I think that there is a good chance we will continue on a positive note.</i>	4J
<i>There is value in all kinds of people participating in things like this. How do you get people to a comfort level? I can't even tell you what would make me more comfortable. A lot of people may not express that they are not comfortable, but behave differently. As a facilitator, I am sure you don't always know if you know if someone is uncomfortable, or if they are quiet, what the situation is.</i>	4J
<i>In saying those things about the follow up and communication and asking about how the team could use that as a benefit, it didn't feel like there was a lot of buy in at times, especially with one individual who is not here in the group anymore. It was kind of just going through motions – there was some of that during some of those times. I don't know if there was anything Jacqueline could have done to address that, when you have someone making/not participating, you get the sense of how you can change the whole environment of the group. That lack of participation, that one spoke that turns the wheel awkwardly. That's what it felt like and the rest of the team kind of went down that path a little bit. Didn't say as much, wasn't as open as they could have been.</i>	5J
<i>When you have an individual, emotionally, and on a personal level, kind of frustrated, you and none of the team members had the power to kind of change that up – or the situation – you're limited. I mean words are words and that is all that it's going to be for the individual anyways... I don't know if there was anything Jacqueline could have done to address that. When you have someone not participating, you get the sense of how you can change the whole environment of the group. That lack of participation, that one spoke that turns the wheel awkwardly. That's what it felt like and the rest of the team kind of went down that path a little bit. Didn't say as much, wasn't as open as they maybe could have been.</i>	5J
<i>So that would be one limitation I would say... a limitation of the group dynamics. It was addressed not from the coaching perspective but [through] leadership and with individuals. You know, coaching wasn't going to help unless they had some one on one time, and they were able to get some detailing in the long run about what caused them to feel this way. Can we get out of this slump? Sort of that kind of discussion. Amongst the group that wasn't going to happen because it was an individual thing.</i>	5J

Additional observations and recommendations (5/6) continued	
Comment	Team member
<i>You could have brought in another lecturer, somebody in the field. Somebody that has run an effective team – a high performance team ... It could be... somebody from academia, or a consultant, other than Jacqueline but Jacqueline had a lot to offer... I think it would have brought in yet another opinion. Most of the time it was Jacqueline talking to us and... I don't have any issues, it just would have potentially provided us yet more experience to share with the team on top of... what Jacqueline was talking about.</i>	6J

Appendix L: Suggested Practitioner and Leader Activities for the Six Phases of the High Performance Team Coaching model

The six phases of high performance team coaching contain overlap. A skilled coach navigates between phases, according to what the team needs and keeps all six areas in mind throughout the coaching.

1. Pre-Assessment

- Our Team Coaching Readiness Assessment (Appendix X) is a helpful tool for coaches and leaders to identify if the team's design and structure is appropriately set for coaching to occur. If there are conditions that are identified to be major impediments to the team's success, then the coach can assist most by supporting the team leader to identify what conditions are insufficient and to create a plan to address these. At this point, team leader coaching would be more appropriate than team coaching.
- If the team coaching readiness factors and the team design are adequate, the coach meets with the team to provide a team coaching overview. The coach offers a clear orientation to the team coaching process in this session, with an intention to generate interest and engagement. The coach reviews all the steps, roles and responsibilities. It is important to ensure team members understand what team coaching is, what the coaching entails, and why coaching will be helpful.
- Next, conduct anonymous individual interviews with team members, and relevant stakeholders (e.g., colleagues, clients, suppliers, senior leaders, customers, etc.) to identify their team strengths, weaknesses, challenges, and opportunities. Review relevant documents and information to better discuss the organizational context with the leader and team.
- Set up and oversee team assessments to provide further insight into the team's dynamics and effectiveness. Coaches may choose to use a formal team effectiveness assessment, and possibly a style assessment.

- Compile an assessment report that provides a full summary of the pre-coaching assessment data. This report does not summarize themes and provide conclusions; it just organizes the information clearly and succinctly so that the team can analyze and come to their own conclusions about themes. The focus is on coaching for the team's own insight, not consulting to provide conclusions and recommendations to the team.
- Facilitate a pre-coaching debrief meeting for the team to review the assessment reports, and identify for themselves the themes in their strengths, weaknesses, challenges, and outcomes. The team reviews what they are hearing and seeing to determine what they need to step up to in the future to be successful.
- Collaborate with the team to agree upon some high level goals and an overall direction for the coaching.
- Work with the team to identify measures of success at the end of the coaching period. Help them identify what they want to achieve, and how will they know they have been successful.

2. Coaching for Team Design

- Consult with the leader to ensure that the team has the appropriate structure, design and conditions in place to support their effectiveness, since a strong structure and design is responsible for 60% of a team's success (Hackman and O'Connor, 2005). As previously mentioned, our Team Coaching Readiness Assessment is a useful tool to identify any conditions that need to be strengthened. Further, without the right design, coaching is unlikely to succeed.
- Specifically, the coach needs to determine if the team has the right team composition to move forward towards the team's goals. This includes the right people with the right talents (e.g., technical, leadership, and team skills), right number (typically 6 to 10 team members), and an effective organizational and reporting structure that outlines clear roles and responsibilities. It also includes determining if the right organizational

supports are in place, including the time, information, and resources the team needs to effectively pursue and achieve their outcomes.

- The coach might take a consultative role at this stage, and work with the team leader to identify and make changes to the team design that are impeding progress, rather than inappropriately applying coaching to solve a performance issue or structural flaw.
- Sometimes these performance issues or structural flaws surface after assessments are completed. The coach can recommend focusing on team design before continuing onto a team launch. Other elements of team design such as determining team purpose and right talent (e.g., increasing team knowledge and skill) can be attended to before or after assessments are completed.

3. Team Launch

- Focus on setting the stage for change. Create a safe, reflective space for the team to think deeply about their team's current and desired state, and create alignment between personal and team goals.
- Debrief a style assessment if one was used, looking not only for the individual styles, but also the implications of the team's overall style profile, and how this team profile may influence how they work together. Discuss how others may perceive them as a team, and how their individual and team profiles affect their ability to achieve their business goals.
- Facilitate the creation of a team charter that includes important components such as: vision, mission, values, goals, strategies, success measures, and most importantly, team working agreements. Ideally, this is a one page summary for the team to quickly see what they are set to do, how they will do it, and how they will know when they have been successful. The team charter can be useful for sharing with other stakeholders and/or for integrating new team members.

- A key component of the team charter is to set clear working agreements. Craft a list of three to eight working agreements that addresses how the team needs to work together to achieve their vision, purpose, and the goals they have set for themselves. It is important to not have too many agreements so that it does not become burdensome to implement. The working agreements are most impactful when they also address how the team will hold themselves and each other accountable to the agreements, and what to do when an agreement is broken.
- It is ideal for teams to identify clear business outcomes for themselves as a result of the coaching. Ask the team: what business measures will they track and measure to assess if that they are improving their overall performance and effectiveness?

4. Individual Coaching

- Provide coaching for the leader throughout the team coaching intervention. Support the leader to implement the coaching agreements and actions to ensure success in the working environment. Create leadership goals with the leader that aligns with the team goals. Collaborate with the leader so that they fully participate in team coaching session planning and facilitation. Model coaching skills so the leader can learn how to coach others better in between sessions, and to eventually take on the ongoing coaching of the team. Help the leader understand how their leadership behaviour connects to how the team performs, and the quality of the business results they achieve.
- Provide team member coaching to set and support the development and achievement of individual goals that align with team goals. Coaching helps team members think about what they can do, and how they need to interact with their team to help everyone succeed.

5. Ongoing Team Coaching

- Coach the team to follow through on their team charter, goals, and actions. Provide coaching around team dynamics only when they impede progress on the team's collective work together, since working on interpersonal dynamics for interpersonal dynamics sake is rarely effective. Incorporate questions that orient the team towards what is working, or "positive signs of success". Foster connections in coaching sessions using techniques such as check ins about team member thoughts and feelings at the beginning and end of sessions. Promote accountability by asking how the team is doing with staying true to their working agreements and goals.
- Set up a framework for peer coaching, which may include training the team in coaching skills. Support the team informally or formally to coach one another, and the team as a whole, especially in between sessions and when the coach is not present. Encourage them to support one another to achieve their goals. Peer coaching has been found to be the most powerful and essential component in creating and maintaining team changes.

6. Review Learning and Successes

- Use a similar format to the pre-assessment phase and re-do the assessments that were completed at the beginning of the coaching. This may include optional interviews with team members and stakeholders, as well as re-doing any team assessments the team did to identify business or team performance. It is typically not necessary or advised to re-do the style assessment.
- Compile and summarize the post-coaching assessment data / feedback to share with the team. Again, do not provide conclusions, recommendations, or do the team's analysis for them. This would move the coach into a consultant role.

- Debrief the post-coaching assessments with the team by once again having them review the information and identify for themselves the themes in what they are seeing. The focus is on learning and identifying tangible outcomes that the team has achieved.
- Use this and every opportunity to encourage a team focus by asking what the team achieved together that they could not have achieved alone, and what they learned about themselves and their team that enables them to work better together.
- Obtain agreement from the team on maintenance, follow up, or re-contracting as next steps. Review with the team what their original measures of success had been and identify what they achieved through the coaching. Have the team identify a structure for continuing their learning and growth in the future. Set clear markers for how they would they know that it is time to reconnect for another round of coaching, and outline the re-contracting process as appropriate. Discuss what they learned and implemented in the coaching, and how they can continue to apply this learning and new skills to current team realities. Encourage the team leader to set up a follow-up call or team session to refresh the team's motivation to continually learn and grow.

Appendix M: Summary of Team Assessment Tools

(Subjectively ordered by the researchers from most rigorous to least)

Assessment Tool	Vendor and/or instrument	Norms	Based on team effectiveness research	Tied to a clear model of team effectiveness
Team Diagnostic Survey (TDS)	Wageman, Hackman & Lehman (2005)	Yes	Yes – 3 essential and 3 enabling factors	Yes
Campbell-Hallam™ Team Development Survey (TDS)™	Center for Creative Leadership	Yes	Yes – Links to research and practice but not a cohesive model	No
CTEF 2.0 Model from NATO	NATO	No	Yes – particularly I-P-O studies	Yes – particularly I-P-O studies
Optimizing Team Development (OTD) Assessment	Hay Group	No	Yes – Beckhard GRPI model	Yes - Beckhard (1972) GRPI model
Group Styles Inventory	Human Synergistics	Yes	Styles and problem solving subset	No
Team Navigator	Insights International	No	Yes, links to other research	Pulled together from various models and research studies
Team Diagnostic Assessment	Team Diagnostic International (TDI)	No	Yes, research in appreciative inquiry, change management, emotional intelligence, positive psychology, and team research	Pulled together from various models and research studies
Team Performance Inventory	Davis & Davis, published by Pfeiffer	No	No	No